DOCUMENT RESUME

ED 391 871 UD 030 814

TITLE	Between Hope and Fear: Teens Speak Out on Crime and the Community. Study No. 952013. A Survey Conducted for the National Teens, Crime and the Community Program. Fieldwork: October 5 to November 16, 1995.
INSTITUTION	National Crime Prevention Council, Washington, DC.; National Inst. for Citizen Education in the Law, Washington, DC.
SPONS AGENCY	Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE	26 Dec 95
CONTRACT	94-MU-CX-K002
NOTE	232p.; Survey conducted by Louis Harris & Associates, Inc., New York, NY.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Adolescents; Community Characteristics; *Crime; Educational Objectives; Prevention; Private Schools; Public Schools; Racial Relations; Safety; Secondary Education; *Secondary School Students; *Student Surveys; *Urban Problems; *Violence; Youth Problems

ABSTRACT

A survey considered young people's attitudes toward crime and violence and community service. The survey was based on a sample of 2,023 public, private, and parochial school students in grades 7 through 12, including a representative sample of urban students. The majority felt safe in their communities, but many did not always feel safe. Twenty-nine percent were worried about drive-by shootings. More than one in three thought crime was a serious problem in their communities, and three in four believed conditions were not changing or were growing worse. Racial tensions and violence were perceived to be bigger problems in urban areas. Seven in 10 either did not know or did not think they could do anything to help prevent crime in their neighborhoods. In addition, teens were often ambivalent about the roles of different social institutions in their communities. Three out of four, across race and location, said that going to college, saving money, having career goals, and having a family are very important. Overall, the survey demonstrated that awareness and fear of crime influence the behaviors of large numbers of young people. Four appendixes discuss survey methodology and present the questionnaire. (Contains 54 text tables, 6 tables in Appendix B, and 2 tables in Appendix C.) (SLD)

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Between HOPE and FEAR

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STUDY NO. 952013

BETWEEN HOPE AND FEAR: TEENS SPEAK OUT ON CRIME AND THE COMMUNITY

A Survey Conducted For:
THE NATIONAL TEENS, CRIME AND THE COMMUNITY PROGRAM

A Program of the National Institute for Citizen Education in the Law, and the National Crime Prevention Council

With Funding From the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice

Fieldwork: October 5 to November 16, 1995

Survey Conducted by Louis Harris & Associates, Inc.
Robert Leitman, Executive Vice President
Katherine Binns, Senior Vice President
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December 26, 1995

Prepared under Grant Number 94-MU-CX-K002 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

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BETWEEN HOPE AND FEAR:
TEENS SPEAK OUT ON CRIME AND THE COMMUNITY

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BETWEEN HOPE AND FEAR: TEENS SPEAK OUT ON CRIME AND THE COMMUNITY

Foreword

It is, as Franklin Delano Roosevelt called it, the fourth freedom--the freedom from fear. Though at the time FDR meant it in the context of world peace, its message is universal. It stands for life and liberty unfettered by the fear of imminent danger.

Today, of all American freedoms, the freedom from fear appears most in jeopardy. Acts of crime and violence circumscribe our lives at almost every turn. Parks, once thought of as places for recreation, now loom as haunts for muggers and criminals. Neighborhood streets, once considered safe for stickball games or late-night strolls, now look more like combat zones in some communities. Civic life, once the glue that held us together, now suffers from people being unwilling to venture from their homes at night. Schools, once viewed as safe havens where youth learn, now have metal detectors at their doors. We live in a climate of fear.

Crime and violence have an impact on all of us, but perhaps no group is as touched by it as our youth. Once able to lead lives of carefree innocence, young people must now be careful not to dress or look the wrong way for fear of retaliation. Indeed, as the trend lines indicate a decline in overall crime numbers, teen crime and victimization continue to rise. According to the U.S. Department of Justice, young people between the ages of 12 and 15 have the highest rate of crime victimization.

This survey is about young people coping with crime and violence--their hopes and frustrations, fear and resolve. The good news is that there *is* good news in the findings. The survey shows that a remarkable number of teens--almost nine in ten (86%)--*would* get involved in programs to end the violence if only they knew what to do. Large numbers of teens--more than seven in ten-- are already participating in activities in their community, according to the findings. These youth want to recapture this fourth freedom. We need to toss out the stereotype of disinterested youth and recognize that young people are an untapped resource in the fight against crime.

Their fight, however, will not be easy. The bad news in this survey is that the fear of crime and violence has had an impact on youth far beyond what any previous generation has experienced. According to the survey, crime and violence have altered the very fabric of American teenage life and influenced the way kids live, learn, think, play, and behave. Indeed, for many young people--and especially for "at risk" teens and youth from African American and Hispanic families--one could say that crime and violence is this generation's preeminent challenge.

The information in this survey is at times chilling. Because of the threat of violence, one in eight teens--and almost two in five living in at risk neighborhoods--report carrying a weapon to protect themselves. One in nine teens--and more than a third who live in at-risk neighborhoods-- cut class or stay home from school because of their fear. One in eight teens--and almost a third who live in at risk neighborhoods--believe that the fear of crime has caused them to get lower grades in school.

The statistic on weapons is troubling on its face. Even more disturbing may be the way crime and violence encroach on the educational opportunities of our most at risk youth and our minority citizens. If fear is keeping young people from seizing the American promise, then ending crime and violence has become an equal opportunity issue.

The survey also shows that the stakes are very high. More than a third of students say they have seen or been in fights where weapons are involved--and more than seven in ten teens from at risk neighborhoods say this. Twenty-one percent have seen or been in fights where knives are used--and that's 49 percent for at risk teens. Fourteen percent have seen or been in fights where a gun was involved--44 percent for at risk teens.

An additional worry must be whether large numbers of young people have internalized this culture of violence. Two in five report having been in a physical fight in the past year, and almost six in ten say friends should defend you if you are "dissed." One in five--and nearly six in ten in at risk neighborhoods--believe that belonging to a gang is "like having a family that will always be there." Half of all teens--and three fourths of at risk teens--say that gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly. They say this even while acknowledging that gangs are violent and destructive.

While crime and violence put all young people at risk, this survey identifies various risk factors that conspire to intensify the climate of fear for some young people. Students coming from at risk neighborhoods, at risk economic circumstances, and at risk home lives are far more likely to report participation in or experience with violent behavior. For example, while 40 percent of all teens report being in a fight during the past year, that number is 64 percent of kids from at risk neighborhoods and almost half of kids from at risk families.

Another risk factor found in the survey is extensive television viewing (four hours or more per day). These kids tend to fight more, view gangs more favorably, and approve retaliation when "dissed." Teens who watch two or more hours a day are also less likely to volunteer in their communities or participate in after-school activities. We must engage these youth.

Where do kids turn for help? Unfortunately, not to the police. While a majority of all teens express positive feelings about the police, one in four--and more than half from at risk neighborhoods--do not believe police officers in their communities like people their age or that the police would help them immediately if they called about an emergency situation. Thirty-four percent do not agree with the statement "knowing a police officer is nearby makes me safe." Perhaps most troubling, half of all teens surveyed say that they or their friends have been hassled by the police at least once when

they weren't doing anything wrong. Most significantly, more than seven in ten teens in at risk neighborhoods say this.

If kids can't trust the police, who can they trust? It turns out that trust is another casualty of this climate of fear. More than six in ten teens say they either sometimes or often felt unable to trust *anyone* during the past year.

Fortunately, the survey points a way out of this mess. And in doing so, it presents our nation with a stark challenge and marvelous opportunity. Kids trust themselves to get the job done. While they are skeptical about their ability to do it alone, they enthusiastically embrace the idea of making a difference in their communities. They long for positive connections with adults. They need to know how to respond appropriately to potentially violent situations. *They want to be part of the solution. They want to be involved.*

There's a lesson in this survey for the rest of us. And it's the reason why **Teens, Crime and the Community (TCC)**--under the aegis of the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL), with the support of the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice--commissioned the poll.

Put simply, we need to *listen* to teens. At TCC, we work with teens every day in programs to prevent violence and develop positive social skills. And many tell us that our program is the first opportunity they've ever had to become an active part of the solution. Like anyone who works with youth, we see the hope and fear city-by-city, face-to-face. This survey is a wide-angle lens on youth, and its message to the rest of us is this: *teens need to be partners in making this country a better place to live.*

For many teens, their lives and communities are at stake. They are growing up between hope and fear. It is a delicate balance they live every day. The question is whether the rest of us are willing to help them tip it on the side of hope. Teens are realistic about what they face. What's most heartening about this survey is that young people are ready and determined to change it.

INTRODUCTION

Between Hope and Fear: Teens Speak Out on Crime and the Community was conducted by Louis Harris and Associates, Inc. on behalf of the National Teens, Crime and the Community Program, a program of the National Institute for Citizen Education in the Law and the National Crime Prevention Council. The survey is based on a sample of 2,023 public, private, and parochial school students in the seventh to twelfth grades, consisting of a nationally representative sample of students, and a representative sample of *urban* students. The survey is designed to address four overarching questions:

- How does violence and crime affect young people's lives?
- What are young people's attitudes toward violence and crime?
- Are young people willing to be part of the solution for preventing violence and crime?
- Are young people open to participating in a variety of community service activities aimed at preventing violence and crime in a proactive manner?

In part, the survey looks for associations between young people's outlook and experiences in their communities and the kinds of family structures and support systems they rely on. The survey's topics include:

- Young people's views on and experiences with violence and crime in the local community;
- The kinds of community programs they currently take part in or would be interested in joining;
- Young people's own personal values and where they get moral guidance;
- Their views on the role of police in the community;
- Young people's experiences and beliefs about anti-social and violent behavior; and
- Their concerns and hopes for the future.

The Sample

A total of 2,023 interviews were completed in classrooms with two representative samples of public, private, and parochial school students in grades 7 through 12, using the Harris Scholastic sample of schools and school students: a nationally representative sample of schools and a representative sample of *urban* schools. All interviewing was conducted between October 5 and November 16, 1995. This period includes the time allotted for consent calls to principals, the mailing of survey materials, the administration of the questionnaires, and their return by mail.

Sample was drawn from a list of approximately 80,000 public, private, and parochial schools in the United States. The universe was divided into cells by grade enrollment, region, and the size of the municipality where the school is located. Appendices B and C provide descriptions of the procedures employed by the Harris staff to ensure a high response rate and a representative sample, and a technical summary of the Harris Scholastic sample methodology.

Defining at risk Categories

To facilitate analysis, respondents were categorized into five at risk categories. Using responses from the questionnaire, these categories were defined as follows:

1. ***at risk Home Life*** includes respondents who report at least *two* of the following conditions:
   - Live with mother only
   - Parents have never been married
   - Have never lived with parents
   - Get hit when parents are angry
   - Wish parents didn't fight so much
   - Never feel safe at home

2. ***at risk Neighborhood*** includes respondents who report at least *two* of the following conditions:
   - Never feel safe in park nearest home
   - Never feel safe on own block or in own neighborhood
   - Neighborhood crime is a very serious problem
   - Very easy to get illegal drugs in neighborhood
   - Gangs play a big part in daily life of neighborhood

3. ***at risk Economic Status*** includes respondents who report at least *one* of the following conditions:
   - Live in public housing
   - No adults at home have full-time jobs
   - Live with one adult, who works

4. ***Apathetic Behavior or Attitudes*** includes respondents who report at least *two* of the following conditions:
   - Not willing to participate in any volunteer programs
   - Watch four or more hours of television per week night
   - Have no personal faith or religion
   - Often feel hopeless about the future

- Do not feel that having future goals is important
- Believe young people's unhappiness deserves a great deal of blame for violence against teens

5. ***Hostile Behavior or Attitudes*** includes respondents who report at least *two* of the following conditions:
   - Crime or threat of crime caused them to carry a weapon to protect themselves
   - Crime or threat of crime caused them to get someone else to protect them
   - Have been in a physical fight
   - Have started a physical fight
   - Would jump into a physical fight (if they were witness to a physical fight)
   - Have negative opinion of the police

One additional category was defined--***Engaged Behavior***--which includes respondents who report at least *three* of the following conditions:

- Have a weekend or after-school job
- Willing to participate in volunteer programs
- Volunteer at church or a local community group
- Would try to get an adult to stop a fight, would try to stop the fight themselves, or would call the police (if they were witness to a physical fight)

Weighting the Data

As with all Harris Scholastic school-based surveys, a two-stage weighting process was used. The completed interviews were weighted to the average number of children per class to ensure that each school was given an equal weight. Completed interviews also were weighted by grade, gender, race/ethnicity, region, and size of municipality, as necessary, to bring them into order with proportions in the student population; these weights are based on data from the National Center for Education Statistics. Table B-1 (see Appendix B) provides a comparison of the demographic profile of the weighted and unweighted total sample. Tables B-2 and B-3 provide a demographic profile of the weighted and unweighted total sample for urban, suburban, and rural students, and students in public, private, and parochial schools. The survey questionnaire showing marginal frequencies for the total weighted sample of students, as percentages, appears in Appendix D.

Notes on Reading Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is the total number of respondents answering that question rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly. Appendix A provides a description of types of decision rules used in the cleaning and tabulating of students' responses.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, any release must stipulate that the complete report also is available.

Project Responsibility and Acknowledgements

The Harris team responsible for the design and analysis of the questionnaire included Robert Leitman, Executive Vice President, Katherine Binns, Senior Vice President, and Ann Duffett, Research Director. The sample design, weighting of the data and methodology in this report were created with the advice and oversight of Martin Frankel, Ph.D.

Louis Harris and Associates would like to thank Erin Donovan, Katya Goldberg, Lee Arbetman, and Judy Zimmer from the National Institute for Citizen Education in the Law; Terry Modglin, Jean O'Neil, John Calhoun and Michelle Cotton from the National Crime Prevention Council; and Leonard Steinhorn, Professor, School of Communication, American University, and Senior Counsel to The Widmeyer Group, for their help and expert advice in designing this survey. Additional appreciation is extended to the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, for their support of this project.

Responsibility for the survey questions, the findings, and their interpretation rests solely with Louis Harris and Associates, Inc.

EXECUTIVE SUMMARY

The main purpose of this study was to elicit information about young people's experience with violence and crime in their day-to-day lives and to give them an opportunity to inform parents, policy makers, and the media about their fears, their feelings of how they are perceived and treated by others, and their desire to be involved in creating solutions to problems that affect their lives.

The survey demonstrates that young people are fed up with crime and that many are already involved--and more are willing to get involved--in doing something about it in their neighborhoods. At the same time, the survey also demonstrates that substantial proportions of teens are involved in physical confrontations, have attitudes, and confront situations that make it difficult for them to live lives that are free of crime, violence, and their consequences.

Teens in America are an enormous pool of untapped energy, talent, and enthusiasm. Contrary to the image of the lazy teen who lacks values and ambition, this study finds that teens are a willing and valuable resource for enhancing the quality of life in their communities. Large majorities are interested in participating in volunteer activities, recognize that gangs are not a positive force in their neighborhoods, and have excellent rapport with their parents and high hopes for their futures. Nevertheless, young people recognize that violence and crime impact their day-to-day lives. One set of impacts results from being an actual victim of crime--the physical injury, the loss of personal possessions or the invasion of privacy, and dealing with the aftermath. However, the focus of this survey is not the effects of direct victimization but the effect of *the awareness and fear of violence and crime on young people,* and the loss of freedom that results.

Awareness and fear of crime greatly influence the attitudes and behaviors of large numbers of young people, especially those who are at risk in their home lives or neighborhoods due to such factors as living in single-parent families or in crime- or drug-infested neighborhoods[1]. One challenge for America is to harness the enthusiasm and hopefulness of young people in order to minimize their fears by educating them about solid crime prevention practices and encouraging proactive behaviors to help them feel safe.

The study finds that one in three students believe crime is a serious problem in their neighborhoods, and that three in four believe conditions are not changing or are growing worse; these proportions are considerably larger for those in at risk homes or neighborhoods. Thus, it is not surprising that many students worry about their safety. Large numbers of African-American and Hispanic students in particular express concerns about safety *on their own blocks or in their own neighborhoods,* regardless of whether they are in urban or suburban schools. Only one in four students say they always feel safe on public transportation.

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[1] *For complete definitions of at risk categories, see* Introduction, *page 6.*

Almost half of all students have changed their behavior as a result of crime or the threat of crime. One in five have avoided particular parks or playgrounds, one in eight have carried weapons to protect themselves or *have gotten lower grades in school than they think they otherwise would have,* and one in nine *have stayed home from school or cut class.* Students in at risk neighborhoods are more than twice as likely to avoid particular parks, three times as likely to have gotten lower grades, and four times as likely to say they have carried weapons or stayed home from school or cut class. Two in five students would be very nervous if they had to walk alone through an unfamiliar neighborhood--a startling finding when one thinks about its impact on a young person's sense of the world at large. ***Clearly, how students now deal with crime and the threat of crime could have serious implications for their futures.***

Young people's sense of how they are perceived by others also varies considerably among those who live in at risk neighborhoods and those who do not. For example, teens in at risk neighborhoods are more likely than others to say they sometimes feel adults look down on people their age, and that they could not trust anyone. And, while only one in four students in general believe police officers in their neighborhoods don't like people their age, *half of those students who live in at risk neighborhoods believe police officers in their neighborhoods don't like people their age.* These at risk young people are also more likely than others to blame the criminal justice system, boredom, and TV for the violence that teens experience.

Three in four students think gangs are violent and destructive. Nevertheless, disturbingly large proportions think it is true that gangs protect their members from people outside the neighborhood who might want to hurt them (one in two), and that belonging to a gang is "like having a family that will always be there" (one in five). These proportions are larger for minority students, and for those in at risk homes and neighborhoods. Teenagers also express troubling behaviors and attitudes towards fighting and retaliatory violence. One in two have been in physical fights in the past year, half of whom say they started the fights. No less than one in four students agree that boys and girls "have a right" to get back at someone who "checks out" their girlfriend or boyfriend, and more than half feel that friends should defend one another if they are "dissed," regardless of the circumstances. In general, these proportions are larger for teens in at risk homes or neighborhoods.

Despite their fears--and regardless of their at risk status--young people in America have the potential to be a valuable resource for enhancing the quality of life in their communities. Three in ten students think *there is something they can personally do to help prevent crime in their communities.* Seven in ten say they currently do some type of volunteer work; on average, four hours per week. Many students (girls in particular) indicate a willingness to participate in various volunteer activities in their communities. They are especially interested in taking part in media-oriented programs (such as creating plays, posters, or advertisements) that teach young people about the costs of crime and vandalism and how to protect themselves. At least three out of four teenagers say going to college, saving money for the future, having career goals, and having a family are very important to them.

Major Findings of the Survey

I. Violence–Concerns and Personal Experiences

1. ***The majority of teens always feel safe in their communities, but there are still considerable numbers of junior high and high school students who do not <u>always</u> feel safe.***

   - Teenagers are least likely to report feeling safe in the following locations:
     - On public transportation (49% sometimes feel safe and 15% never feel safe);
     - Walking to and from friends' homes after dark (44% sometimes feel safe and 16% never feel safe);
     - In parks closest to their homes (36% sometimes feel safe and 4% never feel safe);
     - Around school (38% sometimes feel safe and 4% never feel safe); and
     - On their own blocks or in their own neighborhoods (23% sometimes feel safe and 3% never feel safe).
   - Only one in four (23%) students say they always feel safe on public transportation.
   - Those with at risk home lives or living in at risk neighborhoods are less likely to say they always feel safe on their own blocks or in their own neighborhoods than those who are not at risk. For students in at risk neighborhoods, the proportion is one in two (51%) who say they always feel safe.

2. ***Twenty-nine percent of students say they worry about becoming the victim of a drive-by shooting.***

   - These worries are particularly evident among minority students, regardless of whether their schools are in urban, suburban or rural communities.
   - Students who are at risk are considerably more likely than those who are not at risk to be worried about drive-by shootings; note the following at risk vs. not at risk proportions:
     - at risk home life (41% vs. 27%);
     - at risk neighborhood (48% vs. 26%);
     - at risk economic status (39% vs. 27%); and
     - at risk for hostile behavior or attitudes (34% vs. 27%).

3. ***More than one in three (36%) junior high and high school students believe that crime is a serious problem in their communities, and three in four (75%) believe conditions are not changing (51%) or are growing worse (24%).***

   - One in fourteen (7%) say that crime is a *very serious problem* in their communities, and 29% say it is somewhat serious.

- The proportions who say crime is a serious problem are considerably higher for African-American and Hispanic students than white students in urban (62% and 45% vs. 37%, respectively) and suburban (48% and 57% vs. 30%, respectively) schools.
- Compared to students who are not at risk, students with at risk home lives are almost twice as likely (56% vs. 34%) to say neighborhood crime is a serious problem--and those living in at risk neighborhoods are two and a half times as likely (75% vs. 31%).

4. ***A considerable majority of teens say they would be very or a little nervous if they encountered a group of teens they didn't know, or found themselves in unfamiliar neighborhoods. The proportions are consistent whether or not they are at risk.***
   - Two in three (65%) say they would feel nervous if they were walking down the street alone near their home and there was a group of people about their age who did not live in the neighborhood, including approximately one in six (16%) who would be very nervous.
   - Three in five (61%) say they would feel nervous if they were walking down the street alone and encountered a group of people about their age of a different racial or ethnic background, including one in eight (13%) who would be very nervous.
   - Over half (59%) say they would feel nervous if their friends wanted them to hang out in an unfamiliar neighborhood, including one in seven (14%) who would be very nervous.
   - Four in five (83%) would be nervous if they had to walk alone through an unfamiliar neighborhood, including two in five (41%) who would be very nervous.

5. ***Racial tensions and teen violence are perceived to be greater problems <u>in</u> cities than <u>outside</u> of cities, although sizable proportions say they are about the same size problem in both.***
   - Two in five think racial tensions are greater *in* cities (41%) rather than outside cities (11%); two in five (38%) also believe they are about the same in both.
     - Urban white students are more likely to feel racial tensions are greater in cities compared to urban African-American or Hispanic students (48% vs. 21% and 32%, respectively).
   - Two in three believe teen violence is greater in cities (65%) rather than outside cities (2%); approximately three in ten (29%) believe it is about the same in both.
     - Again, urban white students are more likely than urban African-American or Hispanic students to feel teen violence is greater in cities than outside cities (71% vs. 48% and 60%, respectively).

6. ***In addition to expressing concerns about their safety and about crime and violence in their communities, almost one out of every two (46%) teens report having made at least one change in their daily routines as a result of these concerns (out of a list of eight possible options for change).***

   - Teens are more likely to report having changed their group of friends (22%) and avoiding particular parks or playgrounds (20%).
   - Between one in ten and one in seven junior high and high school students say they have:
     - Carried a weapon to protect themselves (like a bat, club, knife or gun) (12%);
     - Changed the way they come to or go home from school (13%);
     - Stayed home from school or cut class (11%);
     - Gotten lower grades in school than they think they otherwise would have (12%);
     - Gotten someone to protect them (10%); or
     - Stopped attending a particular activity or sport (10%).
   - Students who live in at risk neighborhoods are twice as likely as those who do not to say they changed their group of friends (41% vs. 19%) or avoided particular parks (42% vs. 17%); they are four times as likely to say they carried a weapon (38% vs. 8%), or stayed home from school or cut class (34% vs. 8%), and they are three times as likely to have gotten or got lower grades (31% vs. 9%).

7. ***Many teens have been in physical fights in the past year with other people their age. Two in five (40%) have been <u>in</u> a fight, and nearly half (46%) these students report having <u>started</u> at least one fight in the past year.***

   - Students in at risk environments are more likely than those who are not to have been *in* a physical fight in the past year:
     - at risk home life (48% vs. 38%);
     - at risk neighborhood (64% vs. 36%);
     - at risk for apathetic behavior or attitudes (54% vs. 36%); and
     - at risk for hostile behavior or attitudes (96% vs. 19%).

8. ***A slim majority (57%) of teens say they have never been in or seen a fight that involved a weapon. Nonetheless, sizeable proportions <u>have</u> seen or been in fights where someone used the following weapons:***

   - A knife (21%); for teens in at risk neighborhoods it is 49%;
   - A gun (14%); for teens in at risk neighborhoods it is 44%; or
   - A blunt instrument, such as a bat, club or crowbar (10%); for teens in at risk neighborhoods it is 17%.
   - Thirty-five percent of teens, in general, have seen or been in fights where weapons were involved. For students in at risk neighborhoods, it is 71%.

II. Teens as Part of the Solution

1. ***Seven in ten junior high and high school students say they either don't know (31%) or don't think there is anything they can personally do (41%) to help prevent crime in their neighborhoods. Nevertheless, many express an interest in participating in community programs that could help reduce or prevent crime and violence. (Approximately nine in ten (86%) say they are willing to participate in at least one of nine programs.)***

   - Teens show the greatest interest in communications programs. Three in four (76%) junior high and high school students say they are willing to participate in programs that involve creating ads, posters or newsletters, or participating in plays, dances or concerts.
     - Students with at risk home lives, neighborhoods or economic status are just as likely as those who are not at risk to show an interest in participating in these programs.
   - Seven in ten (71%) teens say they are willing to participate in youth leadership programs, such as tutoring other kids or being a mentor to a younger student.
   - Almost six in ten (59%) teens are interested in neighborhood clean-up projects or neighborhood watches or citizen patrols.
   - Six in ten (62%) are willing to participate in anti-violence or anti-drug programs, or programs to teach skills on how to avoid fights, sometimes called "conflict resolution programs."
   - Urban African-American students are more likely to believe there is something they can personally do to prevent crime in their neighborhoods, compared to urban white or Hispanic students.

2. ***Considerable numbers of young people currently take part in some kind of volunteer program--a 57% majority say they volunteer in their schools, 42% volunteer at their churches, and 12% volunteer in local community groups.***

3. ***When teens participate in community programs with adults in charge, most feel the adults involved do the following:***

   - Give them responsibility (81%);
   - Listen to them (72%);
   - Trust them (67%); and
   - Make them feel important (64%).
   - Students who are at risk--either at home or in their neighborhoods, or at risk for either apathetic or hostile behavior--are *less* likely to say adults in charge treat them in these positive ways.

III. Teens' Views and Experiences With Authority Figures

1. ***Many teenagers indicate that there is minimal awareness of a police presence in their neighborhoods, and not surprisingly, they have no opinion of the police who work in their neighborhoods. Altogether, only 26% of teens say they have a good opinion of the police.***

   - Sixty-two percent say they hardly ever or never see police patrolling the blocks surrounding their homes. A plurality (40%) say they have no opinion of the police who patrol the surrounding blocks near their homes.
   - In general, African-American and Hispanic urban students are more likely to say they *often* see police patrolling the surrounding blocks near their homes, compared to white urban students (51% and 43% vs. 28%, respectively).
   - African-American students in *urban* (34%) schools are almost three times more likely than those in the *suburbs* (13%) to say they have a good opinion of the police.
   - Students who have at risk home lives (48% vs. 35%) or live in at risk neighborhoods (55% vs. 34%) are more likely to say they *often* see police patrolling the blocks near their homes than those who are not at risk. Those in at risk neighborhoods are more than twice as likely as those who are not to say they have a bad opinion of the police (41% vs. 18%).

2. ***Two in three (68%) junior high and high school students say that when they see police officers patrolling the street, they try to stay out of their way.***

3. ***Half of teens say that knowing a police officer is nearby makes them feel safe (51%) or that the police would help them immediately if they called about an emergency situation (53%). But one in three (34%) do not believe having a police officer nearby makes them feel safe, and one in four (25%) do not believe the police would help them in an emergency.***

   - Urban African-American students are almost twice as likely as suburban African-American students to say having a police officer nearby makes them feel safe (42% vs. 25%).
   - Students in at risk neighborhoods are about half as likely to say having police officers nearby makes them feel safe (29% vs. 54%), and they are also less likely to think the police would help them in an emergency (34% vs. 56%).

4. ***Twenty-five percent of teens believe police officers in their communities do not like people their age.***

   - Suburban African-American students are more likely than urban African-American students to say it is true that police officers *don't like people their age* (39% vs. 24%).
   - at risk teens are more likely than those who are not at risk to believe police officers in their communities do not like people their age:
     - at risk home life (40% vs. 23%);

- at risk neighborhood (52% vs. 21%);
- at risk for apathetic behavior or attitudes (34% vs. 23%); and
- at risk for hostile behavior or attitudes (47% vs. 17%).

5. ***Twenty-eight percent of students say they or their friends have been hassled by the police <u>at least</u> a few times when they weren't doing anything wrong. One in five (21%) say this has happened once or twice. In total, 49% of teens say that they or their friends have been hassled at least once when they weren't doing anything wrong.***
   - In general, white, African-American, and Hispanic students are equally likely to say they or their friends have been hassled by the police at least once when they weren't doing anything wrong (51%, 51%, and 54%).
   - Students in at risk neighborhoods (72% vs. 47%) and those who are at risk for exhibiting hostile behavior or attitudes (73% vs. 40%) are more likely than those not at risk to say they or their friends have been hassled by police at least once when they weren't doing anything wrong.

IV. Teens' Views on Anti-Social Behaviors

1. ***Young people's ambivalence about the roles that different social institutions play in their communities is reflected in their views on gangs as well as their opinion of the police. They were asked whether they believe the following statements are true or false:***
   a) Most young kids in my neighborhood look up to gang members.
   b) Belonging to a gang is like having a family that will always be there for you.
   c) Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly.
   - Whether or not there are gangs in their neighborhoods--and one in eight (12%) say it is true that gangs play a *big part* in daily life in their neighborhoods--at least one in five teens believe that at least one of the above statements is true, as do at least three in five teens from at risk neighborhoods.
   - These beliefs are more likely to be true for African-American and Hispanic students in urban and suburban areas compared to their white peers.
   - For students in at risk neighborhoods:
     - 71% say gangs play a big part in daily neighborhood life;
     - 66% say most young kids in their neighborhood look up to gang members;
     - 57% say that belonging to a gang is "like having a family that will always be there for you"; and
     - 75% say gangs protect their members from people outside the neighborhood who might want to hurt them.

2. ***Nonetheless, the great majority (78%) of teens also think it is true that "Gangs are violent and destructive", regardless of whether they are from at risk homes or neighborhoods.***

   - Similar proportions of white, African-American or Hispanic urban students feel this way. However, suburban African-American and Hispanic students are less likely to say this is true than white suburban students (72% and 60% vs. 81%, respectively.)

3. ***Many teens believe that friends should help protect and defend one another, and that teens have the right to retaliate when others are confrontational or disrespectful.***

   - Friends should defend you if you are "dissed," no matter what it is about (56%). White and Hispanic urban students are more likely to agree with this statement than African-American students (57% and 54% vs. 38%, respectively).
   - Three in ten teenagers believe a *boy* has the right to get back at someone who checks out his girlfriend (30%). Hispanic urban students are more likely to agree with this statement than white or African-American urban students (33% vs. 24% and 19%, respectively).
   - A smaller proportion of teens believe a *girl* has a right to get back at someone who checks out her boyfriend (24%). White and Hispanic urban students are more likely to agree with this statement than African-American urban students (20% and 23% vs. 15%, respectively).
   - In general, students who are at risk are more likely to espouse these types of retaliatory views than those who are not at risk.

4. ***When teens encounter physical fights between other young people, they are more likely to say they would watch to see what happens or walk away rather than try to stop it.***

   - Almost half (46%) say they would watch to see what happens, while almost one in five (18%) would walk away. Students who are at risk for hostile behavior or attitudes (61% vs. 41%) or for apathetic behavior or attitudes (56% vs. 43%) are more inclined to say they would watch to see what happens, compared to those who are not at risk.
   - Only very small proportions of students say they would try to get an adult to stop the fight or call the police. This is true regardless of race, location, or at risk status.

5. ***Many teens say it is easy to get illegal drugs in their neighborhoods--three in ten (29%) say it is very easy and another three in ten (31%) say it is somewhat easy or not very hard.***

   - By contrast, only one in ten teens (11%) say it is very hard to get illegal drugs no matter how much one tries.

- Urban African-American students are twice as likely as urban white students to say getting illegal drugs is very easy (46% vs. 21%). An even larger proportion of *suburban* African-American students feel this way, compared to white suburban students (56% vs. 22%).
- Students who have at risk home lives are twice as likely as those who do not to say getting illegal drugs is very easy (50% vs. 26%). This is three times as likely to be true for students living in at risk neighborhoods (82% vs. 21%).

V. Factors Contributing to Teen Violence

1. ***Teens are most likely to blame drugs (61%), lack of parental involvement (53%), and peer pressure (52%) a lot for the prevalence of violence against teens.***

2. ***Similar proportions of urban students--regardless of race or ethnicity--place a lot of blame on drugs and lack of parental involvement (approximately three in five).***
   - Whether or not they are at risk in their home lives, neighborhoods, or economic circumstances, or whether they are at risk for apathetic or hostile behavior, similar proportions of students blame drugs, lack of parental involvement, and peer pressure a lot for violence that happens against teens.

3. ***By contrast, far fewer teens lay the blame for violence experienced by their peers on economics or the media.***
   - Twenty-nine percent blame the criminal justice system and 24% blame "not having enough money to live on" for teen violence.
   - Students in at risk neighborhoods are more inclined to blame the criminal justice system that those who are not at risk (44% vs. 27%). Similarly, students at risk for apathetic behavior (40% vs. 27%) and hostile behavior (42% vs. 25%) are more inclined to blame the criminal justice system.
   - Roughly one in five teens--but larger proporations of teens in at risk environments--place a lot of blame on the following:
     - Young people's unhappiness about their futures (20%);
     - Boredom (15%);
     - The music young people listen to (17%); and
     - Television (16%).

4. ***The strong consensus among teens that peer pressure deserves at least some blame for violence against teens is consistent with their opinions about the effects of peer pressure on teens behavior. Sizable numbers of teens acknowledge that pressure from friends would have a major influence if a young person were considering the following actions:***
   - Drinking alcoholic beverages (42%);
   - Using drugs like marijuana, cocaine or crack (38%);
   - Becoming a member of a gang (37%);
   - Holding drugs for someone (31%);
   - Selling drugs (29%); or
   - Carrying a gun outside of home (24%).
   - Students in at risk neighborhoods are more likely than those who are not to say peer pressure would have an influence on their holding (60% vs. 48%) or selling (51% vs. 44%) drugs, or carrying a gun outside of home (52% vs. 42%).

5. ***Three in ten young people believe that television accurately portrays the amount of violence there really is in society (29%). By contrast, only one in five teens believe that television portrays more (19%) or less (23%) violence than there really is.***
   - Students who are at risk for apathetic (28% vs. 16%) and hostile (31% vs. 14%) behavior and attitudes are more inclined than those who are not to say the TV shows they watch show more violence than there really is.

6. ***Teens are just as likely to think that television violence contributes to violent behavior among people their age as they are to think that it does not (38% vs. 40%); these proportions are similar for teens at risk and not at risk.***

VI. Teens' Views About Their Parents, Values, and the Future

1. ***No less than three out of four teenagers say going to college, saving money for the future, having career goals, and having a family are very important to them; these findings are consistent among teens of different races and in different locations.***

2. ***While a majority of teens say they have hardly ever been hopeless about the future (51%), many--44%-- do say they often or sometimes felt this way during the past year. The differences are considerable between those who are at risk or not for the following groups:***
   - Home life (62% vs. 42%);
   - Neighborhood (59% vs. 42%);
   - Apathetic behavior or attitudes (57% vs. 41%); and
   - Hostile behavior or attitudes (57% vs. 40%).

3. ***Although almost one out of two students say they have felt hopeless about the future, four out of five students say they have often felt confident about their future career goals (81%). However, there are differences between those who are at risk or not regarding confidence about future career goals:***

   - Home life (74% vs. 82%);
   - Neighborhood (75% vs. 82%);
   - Apathetic behavior or attitudes (69% vs. 85%); and
   - Hostile behavior or attitudes (78% vs. 82%).

4. ***Approximately two in three young people say that during the past year they have often or sometimes felt they could not trust anyone (61%) or that adults looked down on people their age (65%).***

   - Students who live in at risk neighborhoods are more likely to say they have felt like they could not trust anyone (75% vs. 60%) or that adults looked down on them (78% vs. 62%). Those who are at risk for hostile behavior also felt these ways (69% vs. 59% and 78% vs. 59%, respectively).

5. ***During the past year, three in four (75%) students have felt that other people their age respect them.***

   - Students who fall into particular at risk categories are less likely to feel respected by their peers than those who do not:
     - Home life (68% vs. 76%); and
     - Apathetic behavior or attitudes (67% vs. 78%).

6. ***Majorities of students admire their parents (81%) and like to bring friends home to meet them (63%). In general, at risk students are less likely than those who are not at risk to say they admire their parents or like to bring friends home to meet them.***

7. ***Young people acknowledge that their parents have expectations for them. Virtually all students say their parents expect them to work hard and do well at school (97%) and nine in ten say that their parents have high hopes for their future (89%). Only one in eight (13%) say that their parents <u>do not</u> trust them to make decisions by themselves.***

   - While the proportions are still relatively large, students who are at risk are generally less likely to say their parents expect them to work hard and do well in school or that their parents have high hopes for their future. They are more likely to say their parents <u>do not</u> trust them to make decisions by themselves.

8. ***Three in four young people (73%) say they think children mostly learn their values from parents rather than from friends (14%). However, they are somewhat more likely to say they would go to their friends (73%) for advice than to their parents (68%) if they didn't know the right thing to do.***

   - African-American students are less likely than white students to say they would go to their friends for advice (62% vs. 76%), but more likely to say they would go to their grandparents or other relatives (31% vs. 20%).

9. ***Four in five (84%) students say they have faith in God or religion; a similar--though somewhat smaller-- proportion say their faith helps them when making tough decisions (76%).***

CHAPTER 1:
TEENS' CONCERNS ABOUT SAFETY

Feelings About Safety

The majority of teens always feel safe in their communities, but there are still considerable numbers of junior high and high school students who do not always feel safe. They are least likely to report always feeling safe in the following locations:

- On public transportation (49% sometimes feel safe and 15% never feel safe);
- Walking to and from friends' homes after dark (44% sometimes feel safe and 16% never feel safe);
- In parks closest to their homes (36% sometimes feel safe and 4% never feel safe); and
- Around school (38% sometimes feel safe and 4% never feel safe).

Even in places one would expect young people to consider safe havens, there are a number of teens who at best say they only sometimes feel safe. These places include:

- Their school buildings (25% sometimes feel safe and 3% never feel safe);
- Their blocks or neighborhoods (23% sometimes feel safe and 3% never feel safe); and
- Their homes (9% sometimes feel safe and 1% never feel safe).

With only a few exceptions, these concerns are consistent among students in public, private and parochial schools and they are equally consistent among students living in urban, suburban and rural communities. Nonetheless, private and parochial school students are more likely than public school students to say they always feel safe in their schools (94% and 87%, respectively, vs. 66%).

Girls and minority students are more likely than boys and white students to express concerns about safety in a number of locations. Girls are more likely than boys to say that at best they only sometimes feel safe in public areas such as parks (48% vs. 32%) or on public transportation (70% vs. 58%), and in their neighborhoods (33% vs. 18%). African-American students are less likely than others to say they always feel safe in or around their schools (55% and 42%, respectively). By contrast, the majority of white teens say they always feel safe in or around their schools (77% and 61%, respectively).

Majorities of students in urban, suburban and rural schools say they always feel safe at home, whether they are white, African-American, or Hispanic (proportions vary from 86% to 95%). However, feelings of safety for African-American and Hispanic students in other places vary considerably by urbanicity. For example, African-American students in the suburbs and cities are less likely than those in rural areas to say they always feel safe in the parks closest to their homes and walking to and from friends' homes after dark. Hispanic students in the suburbs are less likely to say they always feel safe in a variety of places compared to those in urban schools, and much less likely than those in rural schools.

Students who are at risk in their home lives or neighborhoods are considerably less likely than those who are not to say they always feel safe in most of these places, with the exception of on public transportation, where no more than one in four students say they always feel safe. Students who are at risk for apathetic or hostile behaviors are less likely than those who are not to say they always feel safe at home, going to and from school, or while in or around their school buildings. However, students who are at risk for exhibiting either apathetic (41% vs. 32%) or hostile (40% vs. 32%) behaviors are more likely to say they always feel safe walking to and from their friends' homes after dark.

TABLE 1-1
PERCEIVED SAFETY IN VARIOUS LOCATIONS

Q.D1: How often do you feel safe when you are in the following places – do you always feel safe, sometimes feel safe, or do you never feel safe?

Response: Always Feel Safe

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
At home	90	90	92	88	89	91	90
On your own block or in your own neighborhood	73	72	76	72	69	72	77
In your school building	71	66	94	87	70	69	73
Going to and from school	70	69	80	67	70	69	71
Around your school	56	51	78	70	54	54	59
In the park closest to your home	52	53	51	38	45	50	60
Walking to and from your friends' homes after dark	34	34	40	28	26	36	40
On public transportation (like trains, buses, or subways)	23	25	12	14	20	21	27

Response: Sometimes Or Never Feel Safe

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
On public transportation (like trains, buses, or subways)	63	61	75	77	69	65	57
Walking to and from your friends' homes after dark	60	61	51	66	68	58	56
Around your school	42	46	21	28	43	44	39
In the park closest to your home	40	39	41	52	46	42	31
Going to and from school	29	30	18	30	28	29	28
In your school building	28	33	6	13	28	30	27
On your own block or in your own neighborhood	25	26	23	27	30	24	22
At home	9	9	8	12	11	9	9

(CONTINUED)

TABLE 1-1 (CONTINUED)
PERCEIVED SAFETY IN VARIOUS LOCATIONS

Q.D1: How often do you feel safe when you are in the following places – do you always feel safe, sometimes feel safe, or do you never feel safe?

Response: Always Feel Safe

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%	%
At home	90	93	87	91	90	88	93
On your own block or in your own neighborhood	73	79	66	78	66	59	60
In your school building	71	69	72	77	55	61	74
Going to and from school	70	76	68	77	56	55	64
Around your school	56	57	54	61	42	48	51
In the park closest to your home	52	59	44	58	43	41	43
Walking to and from your friends' homes after dark	34	48	20	40	26	25	18
On public transportation (like trains, buses, or subways)	23	30	15	24	19	22	14

Response: Sometimes or Never Feel Safe

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%	%
On public transportation (like trains, buses, or subways)	63	58	70	61	70	66	72
Walking to and from your friends' homes after dark	60	47	75	55	71	69	71
Around your school	42	41	43	38	53	47	40
In the park closest to your home	40	32	48	35	47	49	42
Going to and from school	29	25	32	22	41	41	34
In your school building	28	29	27	23	44	36	24
On your own block or in your own neighborhood	25	18	33	20	33	38	37
At home	9	7	12	8	9	12	5

(CONTINUED)

TABLE 1-1 (CONTINUED)
PERCEIVED SAFETY iN VARIOUS LOCATIONS

Q.D1: How often do you feel safe when you are in the following places–do you always feel safe, sometimes feel safe, or do you never feel safe?

Response: Always Feel Safe

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
At home	90	89	92	91	87	91	95	90	86	86
On your own block or in your own neighborhood	73	78	79	78	59	72	73	61	53	80
In your school building	71	78	76	77	51	65	54	72	50	83
Going to and from school	70	79	78	76	53	69	52	64	43	87
Around your school	56	64	62	70	43	38	32	50	34	86
In the park closest to your home	52	50	58	63	34	34	61	42	37	63
Walking to and from your friends' homes after dark	34	30	45	43	24	25	30	26	19	53
On public transportation (like trains, buses, or subways)	23	20	24	26	19	18	20	18	19	50

(CONTINUED)

TABLE 1-1 (CONTINUED)
PERCEIVED SAFETY iN VARIOUS LOCATIONS

Q.D1: How often do you feel safe when you are in the following places–do you always feel safe, sometimes feel safe, or do you never feel safe?

Response: Always Feel Safe

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
At home	90	79	91	78	92	92	90
On your own block or in your own neighborhood	73	60	74	51	76	63	75
Going to and from school	70	58	71	53	72	65	71
In your school building	71	59	72	51	74	69	71
Around your school	56	46	57	45	57	47	58
In the park closest to your home	52	46	53	36	54	48	53
Walking to and from your friends' homes after dark	34	24	36	26	35	27	36
On public transportation (like trains, buses, or subways)	23	19	23	26	22	21	23

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
At home	86	91	85	92	89
On your own block or in your own neighborhood	69	73	73	73	72
Going to and from school	65	71	66	71	68
In your school building	60	74	62	74	71
Around your school	48	58	52	57	55
In the park closest to your home	52	52	52	52	52
Walking to and from your friends' homes after dark	41	32	40	32	35
On public transportation (like trains, buses, or subways)	25	22	25	22	24

Worry About Drive-By Shootings

Twenty-nine percent of teens say they worry about becoming the victim of a drive-by shooting. These concerns are equally common among teens that attend public and private schools (29% and 26%, respectively), but more common among parochial school students (35%). These worries are somewhat more common among urban than among suburban and rural students (35% vs. 25% and 27%). Girls and minority students are more likely to say they worry about drive-by shootings. Fully two in five Hispanic (41%) and African-American (44%) teens say they worry about being the victim of a drive-by shooting as compared to one in four white students (22%) and one in three Asian students (33%).

For African-American, Hispanic and white students, fear of being the victim of a drive-by shooting does not vary significantly within each race for those attending urban, suburban or rural schools. However, students who are at risk for various environmental factors are more likely than those who are not to say they worry about this, including those who are at risk in their home lives (41% vs. 27%), neighborhoods (48% vs. 26%), or economic status (39% vs. 27%), or for exhibiting hostile behavior or attitudes (34% vs. 27%).

TABLE 1-2
WORRY ABOUT DRIVE-BY SHOOTINGS

Q.D2: Do you ever worry that you might be the victim of a drive-by shooting?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2012 %	1529 %	184 %	299 %	1230 %	430 %	352 %
Worry about being the victim of a drive-by shooting	29	29	26	35	35	25	27
Do not worry	59	60	64	49	51	61	65
Don't Know	12	12	10	16	14	14	8

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	875 %	1133 %	1211 %	295 %	274 %	103 %
Worry about being the victim of a drive-by shooting	24	33	22	44	41	33
Do not worry	66	52	68	44	45	44
Don't Know	9	14	10	12	14	24

(CONTINUED)

TABLE 1-2 (CONTINUED)
WORRY ABOUT DRIVE-BY SHOOTINGS

Q.D2: Do you ever worry that you might be the victim of a drive-by shooting?

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2012 %	675 %	276 %	260 %	224 %	37 %	34 %	182 %	71 %	21 %
Yes, worry about being the victim of a drive-by shooting	29	27	18	23	44	40	46	43	41	35
No, do not worry	59	60	72	69	41	43	50	44	42	62
Don't Know	12	13	9	8	16	16	3	13	17	3

	ENVIRONMENTAL RISK FACTORS					
	HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	277 %	1735 %	285 %	1727 %	370 %	1642 %
Yes, worry about being the victim of a drive-by shooting	41	27	48	26	39	27
No, do not worry	46	61	39	62	51	61
Don't Know	13	12	13	12	10	12

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	379 %	1633 %	492 %	1520 %	1532 %
Yes, worry about being the victim of a drive-by shooting	28	29	34	27	28
No, do not worry	60	59	53	62	60
Don't Know	12	12	13	11	12

Seriousness of Crime in Neighborhoods

More than one-third (36%) of junior high and high school students believe that crime is a serious problem in their communities. One in fourteen (7%) say that crime is a very serious problem. Private school students are least likely to express concern; roughly one in four (26%) believe that crime is a very or somewhat serious problem in their neighborhoods, compared to roughly four in ten public (37%) or parochial (44%) school students.

Minority teens are more likely than white teens to say that crime in their neighborhoods is a very or somewhat serious problem. While at least one in eleven African-American, Hispanic, and Asian teens (14%, 10% and 9%, respectively) report that crime is a very serious problem in their neighborhoods, only one in twenty-five (4%) white teens agree.

Although students in rural communities worry about their personal safety to the same extent as other teens do, they are not as likely to say that crime is a problem in their neighborhoods; 67% vs. 51% of urban and 55% of suburban teens believe that crime is not a problem in their communities.

Students who are at risk in their home lives (56% vs. 34%), in their neighborhoods (75% vs. 31%) or for hostile behavior or attitudes (42% vs. 34%) are more likely than those who are not at risk for these factors to say neighborhood crime is a serious problem.

TABLE 1-3
SERIOUSNESS OF CRIME IN NEIGHBORHOOD

Q.D5: Would you say that in your neighborhood crime is a very serious problem, somewhat serious problem, or not a problem?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2015	1533	183	299	1233	427	355
	%	%	%	%	%	%	%
Serious Problem	**36**	**37**	**26**	**44**	**44**	**38**	**27**
Very Serious Problem	7	7	5	9	9	5	7
Somewhat Serious Problem	29	30	21	35	35	33	20
Not A Problem	**58**	**56**	**71**	**50**	**51**	**55**	**67**
Don't Know	6	6	3	6	5	6	6

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	877	1134	1212	296	275	102
	%	%	%	%	%	%
Serious Problem	**34**	**39**	**29**	**55**	**50**	**40**
Very Serious Problem	8	6	4	14	10	9
Somewhat Serious Problem	26	33	25	41	40	32
Not A Problem	**61**	**54**	**67**	**38**	**42**	**45**
Don't Know	5	7	4	8	8	15

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2015	677	273	262	224	37	35	183	71	21
	%	%	%	%	%	%	%	%	%	%
Serious Problem	**36**	**37**	**30**	**23**	**62**	**48**	**49**	**45**	**57**	**33**
Very Serious Problem	7	6	3	4	16	10	15	9	9	17
Somewhat Serious Problem	29	31	28	19	47	38	34	36	48	16
Not A Problem	58	59	65	73	33	47	39	49	32	67
Don't Know	6	4	5	4	5	5	12	6	11	-

(CONTINUED)

TABLE 1-3 (CONTINUED)
SERIOUSNESS OF CRIME IN NEIGHBORHOOD

Q.D5: Would you say that in your neighborhood crime is a very serious problem, somewhat serious problem, or not a problem?

		ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
	TOTAL	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2015 %	279 %	1736 %	285 %	1730 %	372 %	1643 %
Serious Problem	**35**	**56**	**34**	**75**	**31**	**42**	**35**
Very Serious Problem	8	15	6	41	2	8	7
Somewhat Serious Problem	28	41	28	34	29	34	29
Not A Problem	**60**	**37**	**60**	**21**	**63**	**53**	**59**
Don't Know	5	7	6	4	6	5	6

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	380 %	1635 %	493 %	1522 %	1533 %
Serious Problem	**36**	**37**	**42**	**34**	**35**
Very Serious Problem	10	6	13	5	7
Somewhat Serious Problem	26	30	29	30	28
Not A Problem	**52**	**59**	**53**	**59**	**59**
Don't Know	12	4	5	6	6

Perceptions of Change in Neighborhood Crime

Three in four junior high and high school students (75%) think that problems with crime in their neighborhood are either not changing (51%) or are growing worse (24%). Urban students are somewhat more likely than their suburban and rural peers to believe that problems with crime in their neighborhoods are getting better (16% vs. 10% and 12%, respectively).

Girls and boys are equally likely to believe that problems with crime in their neighborhood are growing worse or remaining unchanged. African-American and Hispanic students, however, are more optimistic about the future, with 27% and 19%, respectively, feeling that the situation is getting better, compared to 9% of whites and 7% of Asians.

Although the proportions of students in urban and suburban schools who feel crime in their neighborhoods is growing worse are consistent, urban African-American and Hispanic students are more likely than urban white students to say problems are getting better (30% and 22% vs. 11%), and less likely than urban white students to say things are not changing one way or the other (38% and 45% vs. 59%).

At risk economic status does not have a significant impact on whether or not teens think problems with crime in their neighborhoods are growing worse. However, perceptions of change in neighborhood crime vary considerably among other at risk groups. Those who are at risk in their neighborhoods are much more likely, and those at risk for apathetic and hostile behaviors and in their home lives are somewhat more likely, to say that neighborhood crime problems are getting worse. All four of these at risk groups are less likely to say these problems are not changing one way or the other.

TABLE 1-4
PERCEPTION OF CHANGE IN NEIGHBORHOOD CRIME

Q.D6: Overall, do you think problems with crime in your neighborhood are growing worse, getting better or not changing one way or the other?

		TYPE OF SCHOOL			LOCATION		
	TOTAL	Public	Private	Parochial	Urban	Suburban	Rural
Base	2016	1534	183	299	1234	427	355
	%	%	%	%	%	%	%
Growing worse	24	25	18	26	22	27	24
Getting better	12	13	10	11	16	10	12
Not changing one way or the other	51	49	66	50	52	51	51
Don't Know	12	13	7	14	11	12	13

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	878	1134	1212	297	275	102
	%	%	%	%	%	%
Growing worse	24	25	24	22	30	23
Getting better	15	10	9	27	19	7
Not changing one way or the other	52	50	57	36	38	47
Don't Know	9	16	10	15	13	23

		WHITE			AFRICAN-AMERICAN			HISPANIC		
	TOTAL	LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2016	677	273	262	225	37	35	183	71	21
	%	%	%	%	%	%	%	%	%	%
Growing Worse	24	23	24	25	20	19	27	20	38	24
Getting Better	12	11	7	8	30	15	31	22	18	13
Not Changing One Way or the Other	51	59	57	56	38	46	26	45	34	40
Don't Know	12	7	12	11	13	19	16	13	10	24

(CONTINUED)

TABLE 1-4 (CONTINUED)
PERCEPTION OF CHANGE IN NEIGHBORHOOD CRIME

Q.D6: Overall, do you think problems with crime in your neighborhood are growing worse, getting better or not changing one way or the other?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2016	279	1737	285	1731	372	1644
	%	%	%	%	%	%	%
Growing Worse	24	32	23	52	20	22	25
Getting Better	12	19	11	17	12	17	11
Not Changing One Way or the Other	51	33	54	26	55	46	52
Don't Know	12	16	12	6	13	14	12

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	380	1636	493	1523	1534
	%	%	%	%	%
Growing Worse	30	23	36	20	25
Getting Better	11	13	10	13	12
Not Changing One Way or the Other	42	54	47	53	50
Don't Know	16	11	7	14	13

Feeling Nervous in Unfamiliar Situations

A considerable majority of teens say they would be very or a little nervous if they encountered a group of teens they didn't know, or found themselves in an unfamiliar neighborhood.

- Three in five (65%) say they would feel nervous if they were walking down the street alone near their home and there was a group of people about their age who did not live in the neighborhood; approximately one in six (16%) would be very nervous.
- Three in five (61%) say they would feel nervous if they were walking down the street alone and there was a group of people about their age of a different racial or ethnic background; one in eight (13%) would be very nervous.
- Over half (59%) say they would feel nervous if their friends wanted them to hang out in an unfamiliar neighborhood; one in seven (14%) would be very nervous.
- Four in five (83%) would be nervous if they had to walk alone through an unfamiliar neighborhood; two in five (41%) would be very nervous.

TABLE 1-5
NERVOUSNESS IN VARIOUS UNFAMILIAR SITUATIONS

Q.F5: Which of these statements would best describe how you might feel if the following things happened to you–would you feel very nervous, a little nervous or not at all nervous?

	VERY NERVOUS	A LITTLE NERVOUS	NOT AT ALL NERVOUS	DON'T KNOW
	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	41	42	14	3
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	16	49	31	4
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	14	45	36	6
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	13	48	35	5

Urban students are slightly more likely (43%) to say they would be very nervous in an unfamiliar neighborhood than suburban or rural students (40%), but urban--along with suburban--teens are no more likely than their rural counterparts to say they would feel very nervous under these other circumstances:

- If they were walking down the street alone near their home and there was a group of people about their age who did not live in the neighborhood; 15%, 14% and 19% of urban, suburban, and rural students, respectively, would feel very nervous.

- If they were walking down the street alone and there was a group of people about their age of a different racial or ethnic background, 11%, 12% and 16% would be very nervous.

- If their friends wanted them to hang out in an unfamiliar neighborhood, 13%, 14% and 15% would be very nervous.

Asian students are more likely than others to say they would feel very nervous under such circumstances. For example, three in five (63%) Asian students say they would feel very nervous if they had to walk alone in an unfamiliar neighborhood; fewer white, African-American and Hispanic students would be very nervous (42%, 36% and 32%, respectively). Likewise, one in three (31%) Asian students would be very nervous if their friends wanted them to hang out in an unfamiliar neighborhood, as compared to smaller minorities of white (13%), African-American (16%) or Hispanic (11%) teens.

Although white students are less likely to be concerned about their personal safety in their communities, they are more likely than African-American or Hispanic students to say they would be very or a little nervous if they encountered a group of teens they did not know; two-thirds would be at least a little nervous if they were walking down the street alone and they encountered a group of people about their own age that did not live in the neighborhood (68%) or if they encountered a group of people about their age but of a different racial or ethnic background (67%). By contrast, only 57% and 41% of African-American, and 50% and 45% of Hispanic students, respectively, would feel the same way about potential encounters with young people they did not know. Although the proportions of students who would be very nervous in any of the above-mentioned situations are generally consistent among those in urban, suburban or rural communities, Hispanic students in rural communities are less likely than those in suburban, and much less likely than those in urban communities to be very nervous if they had to walk alone through an unfamiliar neighborhood.

The findings regarding those who say they would be very nervous in these various situations are consistent regardless of whether or not students are in at risk categories.

TABLE 1-6
NERVOUSNESS IN VARIOUS UNFAMILIAR SITUATIONS

Q.F5: Which of these statements would best describe how you might feel if the following things happened to you–would you feel very nervous, a little nervous or not at all nervous?

Response: Very Nervous

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	41	40	36	52	43	40	40
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	16	15	20	21	15	14	19
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	14	14	11	22	13	14	15
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	13	12	15	14	11	12	16

Response: A Little or Very Nervous

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	83	82	80	92	87	80	82
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	65	65	65	68	66	61	69
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	60	58	71	65	57	59	65
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	59	59	51	69	61	57	59

(CONTINUED)

TABLE 1-6 (CONTINUED)
NERVOUSNESS IN VARIOUS UNFAMILIAR SITUATIONS

Q.F5: Which of these statements would best describe how you might feel if the following things happened to you-would you feel very nervous, a little nervous or not at all nervous?

Response: Very Nervous

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	41	30	52	42	36	32	63
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	16	13	19	18	8	11	20
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	14	11	18	13	16	11	31
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	13	11	15	14	10	8	13

Response: A Little or Very Nervous

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	83	77	88	84	78	74	91
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	65	62	68	68	57	50	81
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	60	61	59	67	41	45	67
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	59	53	65	59	59	48	77

(CONTINUED)

TABLE 1-6 (CONTINUED)
NERVOUSNESS IN VARIOUS UNFAMILIAR SITUATIONS

Q.F5: Which of these statements would best describe how you might feel if the following things happened to you-would you feel very nervous, a little nervous or not at all nervous?

Response: Very Nervous

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	41	43	41	41	38	33	36	44	27	19
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	16	17	15	20	11	9	2	14	10	7
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	14	11	14	14	15	13	20	15	11	7
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	13	10	14	17	10	6	13	12	6	-

(CONTINUED)

TABLE 1-6 (CONTINUED)
NERVOUSNESS IN VARIOUS UNFAMILIAR SITUATIONS

Q.F5: Which of these statements would best describe how you might feel if the following things happened to you-would you feel very nervous, a little nervous or not at all nervous?

Response: Very Nervous

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	41	37	41	38	41	39	41
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	16	15	16	23	15	14	16
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	14	14	14	16	14	14	14
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	13	14	13	16	12	12	13

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
If you had to walk alone through an unfamiliar neighborhood	33	43	30	45	38
If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	18	15	16	16	15
If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	12	15	9	16	13
If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	15	12	11	13	12

Problems of Racial Tensions and Teen Violence

Racial tensions and teen violence are perceived by teens to be bigger problems in cities than outside of cities, although sizable proportions of junior high and high school students say they are about the same in both.

- Two in five (41%) believe racial problems are bigger in cities rather than outside cities; a similar proportion (38%) believe they are about equal in and out of cities.

- Two in three (65%) believe teen violence is a bigger problem in cities rather than outside cities; 29% believe it is about equal in and out of cities.

These views are fairly consistent among public, private and parochial school students; 40%, 47% and 43%, respectively, believe that racial tensions are bigger in cities. Urban students are slightly less likely to feel this way than are students attending schools in rural areas or in the suburbs (38% vs. 43% and 42%, respectively). A plurality of boys (47%) think racial tensions are bigger in cities, while a plurality of girls (44%) think they are about the same both inside and outside cities. A plurality of white (49%) and Asian (42%) students think racial tensions are bigger in cities, while a majority of African-American (54%) and Hispanic (56%) students believe they are about the same both inside and outside of cities.

Majorities of students in public, private and parochial schools think that the problem of teen violence is bigger in cities (63%, 73% and 65%, respectively). These views are also consistent among young people attending school in urban, suburban and rural communities. As with racial tensions, boys are more likely than girls, and white and Asian students are more likely than African-American and Hispanic students, to believe that teen violence is a bigger problem in cities. For example, while two in five African-American teens (39%) think violence among teens is equally problematic in and out of cities, fewer than one in four (24%) white students feel this way.

Although students in urban schools are, in general, less likely to think racial tensions are a bigger problem in cities, urban Hispanic students are more likely (32%) than suburban (21%) or rural (25%) Hispanic students to feel this way.

Students who are at risk in their home lives (33% vs. 42%), neighborhoods (34% vs. 43%) or economic status (33% vs. 43%) are consistently less likely than those who are not at risk to think racial tensions are a bigger problem in cities. Among at risk students, only those who are at risk because of their economic status are more likely than those not at risk to say such tensions are a bigger problem outside of cities (14% vs. 10%). In contrast, there are virtually no differences among students who are at risk for exhibiting either apathetic or hostile behavior and attitudes and those who are not.

TABLE 1-7
PERCEPTIONS OF RACIAL TENSIONS–INSIDE OR OUTSIDE CITIES

Q.D3: Where do you think racial tensions are a bigger problem–in cities or outside of cities?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2015 %	1533 %	183 %	299 %	1233 %	427 %	355 %
Bigger in cities	41	40	47	43	38	42	43
Bigger outside of cities	11	11	13	10	10	11	12
About the same in both	38	39	32	33	41	39	35
Don't Know	9	9	9	13	11	7	10

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	878 %	1133 %	1211 %	297 %	275 %	102 %
Bigger in cities	47	36	49	20	25	42
Bigger outside of cities	12	11	11	17	7	8
About the same in both	33	44	31	54	56	35
Don't Know	9	10	9	10	12	16

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2015 %	676 %	273 %	262 %	225 %	37 %	35 %	183 %	71 %	21 %
Bigger in Cities	41	48	49	50	21	25	15	32	21	23
Bigger Outside of Cities	11	8	13	11	12	18	22	10	6	-
About the Same in Both	38	34	31	29	57	55	50	43	62	67
Don't Know	9	10	7	9	11	2	13	15	10	9

(CONTINUED)

TABLE 1-7 (CONTINUED)
PERCEPTIONS OF RACIAL TENSIONS–INSIDE OR OUTSIDE CITIES

Q.D3: Where do you think racial tensions are a bigger problem–in cities or outside of cities?

	ENVIRONMENTAL RISK FACTORS					
	HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	279	1736	285	1730	372	1643
	%	%	%	%	%	%
Bigger in Cities	33	42	34	43	33	43
Bigger Outside of Cities	11	11	15	11	14	10
About the Same in Both	45	37	45	37	41	38
Don't Know	10	9	7	10	13	9

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	379	1636	493	1522	1533
	%	%	%	%	%
Bigger in Cities	38	42	41	42	40
Bigger Outside of Cities	10	11	11	11	12
About the Same in Both	39	38	40	37	38
Don't Know	13	8	8	10	10

TABLE 1-8
PERCEPTIONS OF TEEN VIOLENCE–INSIDE OR OUTSIDE CITIES

Q.D4: Where do you think teen violence is a bigger problem–in cities or outside of cities?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2014	1532	183	299	1233	427	354
	%	%	%	%	%	%	%
Bigger in cities	65	63	73	65	64	64	67
Bigger outside of cities	2	1	5	2	2	2	2
About the same in both	29	30	19	27	28	30	27
Don't Know	5	5	3	6	6	4	4

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	877	1133	1212	296	275	101
	%	%	%	%	%	%
Bigger in cities	69	60	70	55	51	74
Bigger outside of cities	2	2	1	2	4	-
About the same in both	24	33	24	39	39	17
Don't Know	4	6	5	4	6	9

	WHITE			**AFRICAN-AMERICAN**			**HISPANIC**		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	677	273	262	225	37	34	183	71	21
	%	%	%	%	%	%	%	%	%
Bigger in Cities	71	70	69	48	56	63	60	42	66
Bigger Outside of Cities	1	1	2	3	3	-	2	4	5
About the Same in Both	23	24	25	44	40	32	26	51	23
Don't Know	5	5	4	5	2	4	11	3	6

(CONTINUED)

TABLE 1-8 (CONTINUED)
PERCEPTIONS OF TEEN VIOLENCE–INSIDE OR OUTSIDE CITIES

Q.D4: Where do you think teen violence is a bigger problem–in cities or outside of cities?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2014	279	1735	284	1730	372	1642
	%	%	%	%	%	%	%
Bigger in Cities	65	53	66	51	67	60	66
Bigger Outside of Cities	2	3	2	5	1	3	2
About the Same in Both	29	37	27	42	27	33	28
Don't Know	5	6	5	2	5	4	5

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	379	1635	491	1523	1532
	%	%	%	%	%
Bigger in Cities	56	67	67	64	64
Bigger Outside of Cities	3	2	3	2	2
About the Same in Both	35	27	28	29	29
Don't Know	7	4	2	6	5

CHAPTER 2:
TEENS' PERSONAL EXPERIENCES WITH VIOLENCE AND CRIME

Behavior Changes as a Result of Crime or the Threat of Crime

In addition to expressing concern about their safety and about crime and violence in their communities, 46% of teens report having made at least one change in their daily routines as a result of their concerns about crime or the threat of crime. The most frequent precautions teens report are having changed their group of friends (22%) and avoiding particular parks or playgrounds (20%). No less than one in ten students say they have made the following changes:

- Carried a weapon to protect themselves (12%);
- Changed the way they come to or go home from school (13%);
- Stayed home from school or cut class (11%);
- Gotten lower grades in school than they think they otherwise would have (12%);
- Gotten someone to protect them (10%); or
- Stopped attending a particular activity or sport (10%).

Parochial school students are more inclined than public or private school students to say they have avoided going to particular parks or playgrounds (37% vs. 19% and 19%, respectively). However, these experiences are generally consistent for students in urban, suburban and rural areas.

Fully one in eight teens (12%) say they have carried a weapon to protect themselves (like a bat, club, knife or gun) because of crime or the threat of crime. Boys are three times as likely as girls to say they have carried a weapon to protect themselves (18% vs. 6%).

In general, minority students are more likely than white students to have changed their day-to-day behaviors as a result of crime or the threat of crime. For example, while one-third (32%) of African-American teens say they have changed their group of friends, only one in five (19%) white teens have done the same. Likewise, almost one in five (18%) African-American and Hispanic (17%) teens say that crime or the threat of crime has caused them to stay home from school or cut class, as compared to one in eleven (9%) white teens. These findings are relatively consistent when analyzing race by urban, suburban and rural schools.

In general, students who are at risk for a variety of environmental factors are more likely than others to say they have changed their daily behaviors in some way as a result of crime or the threat of crime. For example, students in at risk neighborhoods are twice as likely as those who are not to say they changed their group of friends (41% vs. 19%) or avoided particular parks (42%

vs. 17%); they are four times as likely to say they carried a weapon (38% vs. 8%) or stayed home from school or cut class (34% vs. 8%); and three times as likely to have gotten lower grades (31% vs. 9%).

TABLE 2-1
NUMBER OF CHANGES STUDENTS HAVE MADE BECAUSE OF CRIME OR THE THREAT OF CRIME

	TOTAL
Base	2012
	%
Number of Statements With Which Students Agree:	
One of Eight	18
Two of Eight	11
Three of Eight	7
Four of Eight	5
Five of Eight	2
Six of Eight	1
Seven of Eight	*
Eight of Eight	1
Have not made any changes	54
Have made at least one change	46

TABLE 2-2
CHANGES IN BEHAVIOR CAUSED BY CRIME OR THREAT OF CRIME

Q.F4: Has crime or the threat of crime ever caused you to do the following things, or not?

Response: Has Caused

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Change your group of friends	22	22	22	22	24	23	18
Avoid going to a particular park or playground	20	19	19	37	26	22	13
Change the way you come to or go home from school	13	14	12	13	13	16	11
Carry a weapon to protect yourself (like a bat, club, knife or gun)	12	12	15	9	11	14	12
Get lower grades in school than you think you otherwise would have	12	12	8	10	10	11	15
Stay home from school or cut class	11	12	7	7	12	11	10
Get someone to protect you	10	11	9	9	10	12	9
Stop attending a particular activity or sport	10	10	10	12	10	11	10

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%	%
Change your group of friends	22	22	21	19	32	25	24
Avoid going to a particular park or playground	20	19	22	19	26	17	39
Change the way you come to or go home from school	13	16	10	12	13	18	20
Carry a weapon to protect yourself (like a bat, club, knife or gun)	12	18	6	10	15	18	9
Get lower grades in school than you think you otherwise would have	12	12	11	9	19	18	10
Stay home from school or cut class	11	12	10	9	18	17	9
Get someone to protect you	10	9	11	10	12	11	6
Stop attending a particular activity or sport	10	12	8	8	18	14	14

(CONTINUED)

TABLE 2-2 (CONTINUED)
CHANGES IN BEHAVIOR CAUSED BY CRIME OR THREAT OF CRIME

Q.F4: Has crime or the threat of crime ever caused you to do the following things, or not?

Response: Has Caused

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
Change your group of friends	22	21	22	15	34	29	32	25	25	23
Avoid going to a particular park or playground	20	25	19	14	28	38	15	26	14	5
Change the way you come to or go home from school	13	11	13	12	16	14	8	14	23	8
Carry a weapon to protect yourself (like a bat, club, knife or gun)	12	10	11	10	16	25	8	12	21	25
Get lower grades in school than you think you otherwise would have	12	9	7	10	12	14	33	15	20	24
Stay home from school or cut class	11	11	9	8	15	20	20	15	18	17
Get someone to protect you	10	10	12	9	12	14	10	10	11	15
Stop attending a particular activity or sport	10	7	7	8	14	20	24	15	15	8

(CONTINUED)

TABLE 2-2 (CONTINUED)
CHANGES IN BEHAVIOR CAUSED BY CRIME OR THREAT OF CRIME

Q.F4: Has crime or the threat of crime ever caused you to do the following things, or not?

Response: Has Caused

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Change your group of friends	22	30	20	41	19	24	21
Avoid going to a particular park or playground	21	30	19	42	17	22	20
Carry a weapon to protect yourself (like a bat, club, knife or gun)	14	19	11	38	8	17	11
Change the way you come to or go home from school	13	24	12	33	11	15	13
Stay home from school or cut class	12	21	10	34	8	13	11
Get lower grades in school than you think you otherwise would have	11	21	11	31	9	14	11
Get someone to protect you	11	19	9	26	8	10	10
Stop attending a particular activity or sport	10	18	9	30	7	10	10

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Change your group of friends	26	20	35	17	19
Avoid going to a particular park or playground	20	21	25	19	20
Carry a weapon to protect yourself (like a bat, club, knife or gun)	23	9	38	3	13
Change the way you come to or go home from school	23	11	28	8	13
Stay home from school or cut class	17	10	22	7	11
Get lower grades in school than you think you otherwise would have	17	10	23	8	12
Get someone to protect you	17	9	28	4	9
Stop attending a particular activity or sport	13	9	21	6	10

Experience Being In and Starting Physical Fights

Many teens have been in physical fights during the past 12 months with other people of similar age. And of the two in five (40%) who have been in fights, almost half (46%) report having started at least one fight during this time period. There are no significant differences in the likelihood of being in a fight among public, private and parochial school students, nor among students in urban, suburban and rural communities. Boys, however, are twice as likely as girls to have been in physical fights with people their own age during the past 12 months (53% vs. 26%), and are more likely to have started fights (52% vs. 35%). Hispanic students are more likely to have been in physical fights than white, African-American or Asian students (49% vs. 38%, 39% and 21%, respectively).

Nevertheless, the findings indicate that suburban African-American and Hispanic students have different experiences than their urban and rural peers. For example, while approximately two in five urban (41%) and even more rural (44%) African-American students say they have been in physical fights during the past year, only about one in four (28%) suburban students have been. On the other hand, a larger proportion of suburban Hispanic students say they have been in physical fights during the past year, compared to those in urban or rural schools (54% vs. 41% and 48%, respectively).

Students who are at risk in their home life (48% vs. 38%) or neighborhoods (64% vs. 36%), or for apathetic (54% vs. 36%) or hostile behavior (96% vs. 19%) are more likely to have been in a physical fight during the past year than those who are not at risk. Similarly, these at risk students are more likely to have started such fights during the past year.

TABLE 2-3
EXPERIENCE BEING IN PHYSICAL FIGHTS

Q.F7: During the past twelve months, have you ever been in a physical fight with people about your age that involved hitting, pushing, shoving, or any other kind of physical contact, or not?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2018 %	1534 %	184 %	300 %	1235 %	429 %	354 %
Yes, Have Been in a Physical Fight	40	40	39	39	37	42	40
No, Have Not	56	55	60	57	61	54	53
Don't Know	5	5	1	4	2	4	7

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	879 %	1135 %	1216 %	296 %	274 %	102 %
Yes, Have Been in a Physical Fight	53	26	38	39	49	21
No, Have Not	42	70	57	57	46	74
Don't Know	5	4	4	4	5	6

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	678 %	276 %	262 %	225 %	37 %	34 %	182 %	71 %	21 %
Yes, Have Been in a Physical Fight	36	41	37	41	28	44	41	54	48
No, Have Not	62	57	55	57	69	48	57	38	52
Don't Know	3	2	7	2	2	8	2	8	-

(CONTINUED)

TABLE 2-3 (CONTINUED)
EXPERIENCE BEING IN PHYSICAL FIGHTS

Q.F7: During the past twelve months, have you ever been in a physical fight with people about your age that involved hitting, pushing, shoving, or any other kind of physical contact, or not?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2018	279	1739	285	1733	370	1648
	%	%	%	%	%	%	%
Yes, Have Been in a Physical Fight	40	48	38	64	36	43	39
No, Have Not	56	47	57	34	59	51	57
Don't Know	5	5	4	2	5	6	4

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	379	1639	494	1524	1535
	%	%	%	%	%
Yes, Have Been in a Physical Fight	54	36	96	19	41
No, Have Not	36	61	4	75	54
Don't Know	9	3	*	6	5

TABLE 2-4
EXPERIENCE STARTING PHYSICAL FIGHTS

Q.F8: During the past twelve months, have you ever started a physical fight with people about your age that involved hitting, pushing, shoving, or any other kind of physical contact, or not?

Base: Have Been In Physical Fight

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	749 %	585 %	63 %	101 %	435 %	174 %	140 %
Yes, Have Started a Physical Fight	46	46	48	48	36	51	50
No, Have Not	49	49	49	49	59	45	46
Don't Know	4	5	3	3	5	4	4

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	454 %	294 %	421 %	123 %	121 %	22 %
Yes, Have Started a Physical Fight	52	35	47	34	56	47
No, Have Not	44	61	49	61	41	50
Don't Know	4	4	4	5	3	2

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	218 %	106 %	97 %	96 %	11 %	16 %	72 %	39 %	10 %
Yes, Have Started a Physical Fight	38	47	53	30	32	41	41	67	38
No, Have Not	57	48	44	66	68	52	52	31	62
Don't Know	4	5	4	4	-	8	7	2	-

(CONTINUED)

TABLE 2-4 (CONTINUED)
EXPERIENCE STARTING PHYSICAL FIGHTS

Q.F8: During the past twelve months, have you ever started a physical fight with people about your age that involved hitting, pushing, shoving, or any other kind of physical contact, or not?

Base: Have Been In Physical Fight

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	749	125	624	166	583	153	596
	%	%	%	%	%	%	%
Yes, Have Started a Physical Fight	46	53	45	66	41	47	46
No, Have Not	49	40	51	32	54	50	49
Don't Know	4	7	4	2	5	3	5

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	207	542	465	284	591
	%	%	%	%	%
Yes, Have Started a Physical Fight	55	43	71	-	48
No, Have Not	40	53	27	91	48
Don't Know	5	4	2	9	5

Personal Experiences Being In or Witnessing Fights Where Weapons Were Used

A slim majority (57%) of teens say they have never been in or seen fights that involved weapons. However, there are many who do report having seen or been in fights where someone used the following: knives (21%), guns (14%), or blunt instruments, such as bats, clubs or crowbars (10%).

Guns are more commonly reported in urban and rural areas than in suburban communities (14% and 18% vs. 9%, respectively). Being in or witnessing fights with guns or knives is more likely to be reported by boys than girls, and by African-American and Hispanic students than white of Asian students. Specifically, 36% of African-American teens report having been in or seen a fight that involved a gun, as compared to 23% of Hispanic teens and 8% each of Asian or white teens. Likewise, African-American teens are twice as likely as white teens to report having seen or been in a fight that involved a knife (33% vs. 17%), and Hispanic teens' experiences fall somewhere in between (26%).

Sizable proportions of teens in at risk environments have seen or been in fights where someone used guns, knives, or some other kind of weapons. For example, for teens in at risk neighborhoods, approximately half have been in or seen fights where guns (44%) or knives (49%) have been used.

TABLE 2-5
USE OF WEAPONS IN FIGHTS

Q.F9: Have you ever personally been in or seen a fight where someone used any of these weapons?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	1981	1508	180	293	1208	420	353
	%	%	%	%	%	%	%
A gun	14	15	10	6	14	9	18
A knife	21	23	13	11	21	18	23
Some other kind of weapon	8	8	5	5	7	6	9
Bats, clubs, crowbars	10	10	7	10	10	11	9
Bottles	1	1	1	2	1	1	2
Brass knuckles	1	1	2	1	1	1	2
Have not been in or seen a fight that involved a weapon	57	55	67	70	59	59	53
Don't Know	8	8	7	9	7	10	6

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	855	1122	1191	292	270	100
	%	%	%	%	%	%
A gun	18	10	8	36	23	8
A knife	26	16	17	33	26	6
Some other kind of weapon	10	5	6	11	11	3
Bats, clubs, crowbars	14	6	10	11	8	8
Bottles	1	2	1	5	1	*
Brass knuckles	3	*	2	1	*	1
Have not been in or seen a fight that involved a weapon	49	66	63	36	51	63
Don't Know	7	9	8	5	9	18

(CONTINUED)

TABLE 2-5 (CONTINUED)
USE OF WEAPONS IN FIGHTS

Q.F9: Have you ever personally been in or seen a fight where someone used any of these weapons?

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	1981	662	268	261	221	37	34	178	71	21
	%	%	%	%	%	%	%	%	%	%
A Gun	14	8	3	12	27	33	49	20	24	25
A Knife	21	16	14	19	31	36	35	29	26	20
Some Other Kind of Weapon	8	6	5	8	10	8	15	11	10	13
Bat, Clubs, Crowbars	10	8	14	8	14	11	6	12	4	12
Bottles	1	1	1	1	1	6	9	2	-	-
Brass Knuckles	1	1	1	3	-	3	-	1	-	-
Have Not Been In or Seen a Fight that Involved a Weapon	57	65	66	59	42	37	27	54	51	48
Don't Know	8	7	9	7	5	7	3	8	11	6

(CONTINUED)

TABLE 2-5 (CONTINUED)
USE OF WEAPONS IN FIGHTS

Q.F9: Have you ever personally been in or seen a fight where someone used any of these weapons?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	1981 %	277 %	1704 %	283 %	1698 %	363 %	1618 %
A Gun	14	20	13	44	9	22	12
A Knife	21	30	19	49	17	29	19
Some Other Kind of Weapon	8	13	7	12	7	14	6
Bats, Clubs, Crowbars	10	11	10	17	9	8	10
Bottles	1	2	1	2	1	3	1
Brass Knuckles	1	1	2	2	1	1	1
Have Not Been in or Seen a Fight that Involved a Weapon	57	49	58	24	62	49	59
Don't Know	8	7	8	5	9	6	9

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	372 %	1609 %	489 %	1492 %	1507 %
A Gun	20	12	29	8	14
A Knife	34	17	43	13	21
Some Other Kind of Weapon	15	6	12	6	8
Bats, Clubs, Crowbars	15	9	21	6	10
Bottles	1	1	2	1	2
Brass Knuckles	4	1	2	1	2
Have Not Been in or Seen a Fight that Involved a Weapon	40	62	32	67	56
Don't Know	8	8	5	9	9

CHAPTER 3:
TEENS AS PART OF THE SOLUTION

Belief in Personal Ability to Prevent Crime in Neighborhoods

Junior high and high school students show ambivalence in their beliefs about their own abilities to contribute to the safety of their communities. Fewer than three in ten students (28%) believe there is something they can personally do to help prevent crime in their neighborhoods, four in ten do not think there is anything they can do (41%), and three in ten (31%) say they don't know if there is anything they can personally do to prevent crime in their neighborhoods.

There are minimal differences among public, private and parochial students or urban, suburban and rural students regarding whether or not there is anything they can personally do to help prevent crime in their neighborhoods--in each case at least one in four do not feel there is anything they can do. However, boys are more likely to believe they can do something than girls (30% vs. 27%), and African-American and white students are more likely to think they can personally do something than Hispanic students (33% and 29% vs. 20%, respectively). African-American urban students are more likely than both white or Hispanic urban students to think there is something they can personally do to help prevent crime in their neighborhoods (36% vs. 31% and 23%, respectively).

Roughly three in ten students believe there is something they can do to prevent crime in their neighborhoods, regardless of whether they are in at risk environments, with the exception of students at risk for apathetic behavior. Not surprisingly, these students are less likely to think that there is something they can do, with only two in ten (20%) believing that there is something they can do, compared to three in ten (30%) of those who are not at risk.

TABLE 3-1
BELIEF IN PERSONAL ABILITY TO PREVENT CRIME IN NEIGHBORHOODS

Q.D9: Do you think there is anything you can personally do to help prevent crime in your neighborhood, or not?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2019 %	1535 %	184 %	300 %	1234 %	430 %	355 %
Yes, There is something I can do	28	29	26	27	31	25	30
No, There is not	41	42	40	34	40	40	44
Don't Know	31	30	37	32	32	34	27

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	879 %	1136 %	1215 %	297 %	275 %	102 %
Yes, There is something I can do	30	27	29	33	20	24
There is not	44	38	43	37	45	32
Don't Know	27	35	29	31	34	36

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	676 %	277 %	262 %	225 %	37 %	35 %	183 %	71 %	21 %
Yes, There is Something I Can Do	31	27	30	36	33	29	23	16	29
No, There is Not	43	40	45	33	38	44	43	47	37
Don't Know	26	34	25	31	29	27	34	37	34

(CONTINUED)

TABLE 3-1 (CONTINUED)
BELIEF IN PERSONAL ABILITY TO PREVENT CRIME IN NEIGHBORHOODS

Q.D9: Do you think there is anything you can personally do to help prevent crime in your neighborhood, or not?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2019 %	279 %	1740 %	285 %	1734 %	372 %	1647 %
Yes, there is something I can do	28	22	29	28	28	23	29
No, there is not	41	41	41	55	39	49	39
Don't Know	31	36	30	17	33	28	31

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	379 %	1640 %	493 %	1526 %	1536 %
Yes, there is something I can do	20	30	29	28	25
No, there is not	51	38	50	38	44
Don't Know	30	31	22	34	31

Willingness To Take Part In Volunteer Programs

Despite a lack of confidence in their own abilities to prevent crime in their neighborhoods, many teens express interest in participating in community programs that could help reduce or prevent crime and violence.

The most popular community programs in which teens show an interest are media-oriented communications programs. Three in four (76%) junior high and high school students say they are willing to participate in at least one of the following:

- Creating ads for TV that help young people be safe (59%);
- Creating posters, newsletters or a newspaper that teach young people about the costs of crime and vandalism (59%); or
- Creating plays, dances or concerts that help teach young people to be safe (56%).

Seven in ten (71%) teens say they are willing to participate in at least one of the following youth leadership programs:

- Programs for tutoring other kids or being a mentor to a younger student (64%); or
- Peer leadership groups (44%).

Six in ten (62%) are willing to participate in programs designed to prevent violence, such as:

- Anti-violence or anti-drug programs (53%); or
- Programs to teach skills on how to avoid fights, sometimes called "conflict resolution programs" (43%).

Almost six in ten (59%) teens are interested in at least one of the following community programs:

- Neighborhood clean-up projects like picking up litter in parks or painting murals (50%); or
- Neighborhood watches or citizen patrols (32%).

Roughly similar proportions are willing to participate in such programs, regardless of the type or location of the school they attend. However, there are considerable differences between girls and boys, with girls more likely to say they would be willing to take part in communications programs (87% vs. 65%), youth leadership programs (83% vs. 59%), anti-violence programs (70% vs. 54%) and community programs (64% vs. 54%).

There are also differences based on race, but they are not as consistent as those between girls and boys. For example, African-American students are more likely than others to be willing to take part in anti-violence and youth leadership programs, while Hispanic students are less likely to express interest in community or anti-violence programs.

African-American students in urban schools are more inclined than white or Hispanic urban students to be interested in taking part in communications programs (86% vs. 77% and 79%) anti-violence programs (73% vs. 63% and 58%) and youth leadership programs (84% vs. 72% and 73%). Students who are at risk in their neighborhoods and for apathetic behaviors are far less likely, and those at risk for hostile behaviors are considerably less likely, than those who are not to

be willing to participate in various volunteer programs. For example, students who are at risk for apathetic behavior or attitudes are less than half as likely as those who are not at risk to say they would be willing to participate in community programs (29% vs. 67%), communications programs (35% vs. 86%), anti-violence programs (28% vs. 71%) and youth leadership programs (32% vs. 81%).

TABLE 3-2
WILLINGNESS TO TAKE PART IN VOLUNTEER PROGRAMS

Q.D7: The following is a list of volunteer programs that exist in some communities. If they existed in your community, do you think you would be willing to take part in these programs, or not? And if you already take part in a particular program, would you be willing to stay in the program or not? If you don't know, please say so.

Response: Willing To Participate

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2023 %	1539 %	184 %	300 %	1237 %	431 %	355 %
Community Programs	59	58	60	67	63	59	56
Neighborhood watch or citizen patrols	32	32	27	38	34	33	29
Neighborhood clean-up projects like picking up litter in parks or painting murals	50	50	51	54	54	49	48
Communication Programs	76	75	75	81	80	76	72
Plays, dances, or concerts that help teach younger children to be safe	56	57	52	53	60	55	53
Creating ads for TV that help young people be safe	59	59	60	67	64	58	57
Creating posters, newsletters or a newspaper that teach young people about the costs of crime and vandalism	59	59	51	68	62	57	57
Anti-violence Programs	62	60	67	74	64	65	58
Programs that teach you skills on how to avoid fights, sometimes called "conflict resolution programs"	43	43	38	56	46	45	40
Anti-violence or anti-drug programs	53	51	60	65	54	56	49
Youth Leadership Programs	71	70	72	78	75	70	67
Peer leadership groups	44	44	47	44	48	44	42
Programs for tutoring other kids or being a mentor to someone younger than you	64	63	61	71	68	63	59

(CONTINUED)

TABLE 3-2 (CONTINUED)
WILLINGNESS TO TAKE PART IN VOLUNTEER PROGRAMS

Q.D7: The following is a list of volunteer programs that exist in some communities. If they existed in your community, do you think you would be willing to take part in these programs, or not? And if you already take part in a particular program, would you be willing to stay in the program or not? If you don't know, please say so.

Response: Willing To Participate

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
Base	2023 %	881 %	1138 %	1218 %	297 %	275 %	103 %
Community Programs	59	54	64	61	59	44	73
Neighborhood watch or citizen patrols	32	32	32	33	35	24	37
Neighborhood clean-up projects like picking up litter in parks or painting murals	50	43	58	53	52	34	55
Communication Programs	76	65	87	74	82	72	89
Plays, dances, or concerts that help teach younger children to be safe	56	42	70	56	61	51	56
Creating ads for TV that help young people be safe	59	50	69	57	68	54	71
Creating posters, newsletters or a newspaper that teach young people about the costs of crime and vandalism	59	45	73	58	61	56	64
Anti-violence Programs	62	54	70	62	71	51	70
Programs that teach you skills on how to avoid fights, sometimes called "conflict resolution programs"	43	35	53	41	58	37	51
Anti-violence or anti-drug programs	53	47	59	54	56	43	64
Youth Leadership Programs	71	59	83	70	80	63	76
Peer leadership groups	44	33	56	45	56	32	37
Programs for tutoring other kids or being a mentor to someone younger than you	64	51	77	63	69	60	71

(CONTINUED)

TABLE 3-2 (CONTINUED)
WILLINGNESS TO TAKE PART IN VOLUNTEER PROGRAMS

Q.D7: The following is a list of volunteer programs that exist in some communities. If they existed in your community, do you think you would be willing to take part in these programs or not? And if you already take part in a particular program, would you be willing to stay in the program or not? If you don't know, please say so.

Response: Willing To Participate

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2023	679	277	262	225	37	35	183	71	21
	%	%	%	%	%	%	%	%	%	%
Community Programs	59	65	64	55	62	52	61	53	39	39
Neighborhood watch or citizen patrols	32	34	37	28	42	22	33	28	20	32
Neighborhood clean-up projects like picking up litter in parks or painting murals	50	56	56	47	53	47	53	45	28	33
Communication Programs	76	77	77	70	86	78	78	79	68	73
Plays, dances, or concerts that help teach younger children to be safe	56	55	58	54	71	65	46	58	47	45
Creating ads for TV that help young people be safe	59	58	59	55	75	64	61	64	46	61
Creating posters, newsletters or a newspaper that teach young people about the costs of crime and vandalism	59	60	59	57	67	61	53	62	50	61
Anti-violence Programs	62	63	68	56	73	66	71	58	45	58
Programs that teach you skills on how to avoid fights, sometimes called "conflict resolution programs"	43	43	46	34	55	54	65	43	31	52
Anti-violence or anti-drug programs	53	54	60	49	60	55	52	48	37	55
Youth Leadership Programs	71	72	74	64	84	76	77	73	54	78
Peer leadership groups	44	48	48	40	55	64	52	42	24	41
Programs for tutoring other kids or being a mentor to someone younger than you	64	65	67	57	75	62	64	67	53	69

(CONTINUED)

TABLE 3-2 (CONTINUED)
WILLINGNESS TO TAKE PART IN VOLUNTEER PROGRAMS

Q.D7: The following is a list of volunteer programs that exist in some communities. If they existed in your community, do you think you would be willing to take part in these programs, or not? And if you already take part in a particular program, would you be willing to stay in the program or not? If you don't know, please say so.

Response: Willing To Participate

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2023 %	279 %	1744 %	286 %	1737 %	372 %	1651 %
Community Programs	59	52	60	49	60	53	60
Neighborhood watch or citizen patrols	32	27	33	27	33	26	34
Neighborhood clean-up projects like picking up litter in parks or painting murals	50	44	51	41	52	45	51
Communication Programs	76	76	76	73	76	77	75
Plays, dances, or concerts that help teach younger children to be safe	56	53	56	57	56	55	56
Creating ads for TV that help young people be safe	59	61	59	53	60	63	59
Creating posters, newsletters or a newspaper that teach young people about the costs of crime and vandalism	59	54	59	48	60	59	59
Anti-violence Programs	62	56	63	46	64	59	63
Programs that teach you skills on how to avoid fights, sometimes called "conflict resolution programs"	43	45	43	36	45	46	43
Anti-violence or anti-drug programs	53	47	54	38	55	48	54
Youth Leadership Programs	71	73	70	62	72	70	71
Peer leadership groups	44	44	45	39	45	43	45
Programs for tutoring other kids or being a mentor to someone younger than you	64	65	64	58	65	61	64

(CONTINUED)

TABLE 3-2 (CONTINUED)
WILLINGNESS TO TAKE PART IN VOLUNTEER PROGRAMS

Q.D7: The following is a list of volunteer programs that exist in some communities. If they existed in your community, do you think you would be willing to take part in these programs, or not? And if you already take part in a particular program, would you be willing to stay in the program or not? If you don't know, please say so.

Response: Willing To Participate

	TOTAL	ENVIRONMENTAL RISK FACTORS				
		APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
		At Risk	Not At Risk	At Risk	Not At Risk	
Base	2023 %	381 %	1642 %	495 %	1528 %	1540 %
Community Programs	59	29	67	48	63	53
Neighborhood watch or citizen patrols	32	17	36	26	34	27
Neighborhood clean-up projects like picking up litter in parks or painting murals	50	25	57	38	55	45
Communication Programs	76	35	86	67	79	72
Plays, dances, or concerts that help teach younger children to be safe	56	28	63	46	60	53
Creating ads for TV that help young people be safe	59	24	69	46	64	57
Creating posters, newsletters or a newspaper that teach young people about the costs of crime and vandalism	59	25	68	44	64	54
Anti-violence Programs	62	28	71	49	67	56
Programs that teach you skills on how to avoid fights, sometimes called "conflict resolution programs"	43	20	50	32	48	40
Anti-violence or anti-drug programs	53	24	61	41	57	47
Youth Leadership Programs	71	32	81	59	75	67
Peer leadership groups	44	20	51	32	49	39
Programs for tutoring other kids or being a mentor to someone younger than you	64	30	73	51	68	59

Participation in Volunteer Programs

Considerable numbers of young people currently take part in some kind of volunteer programs. Those who do so, volunteer for an average of four hours per week in their schools (57%), at their churches (42%), and in local community groups (12%). Students in parochial schools are less likely than those in public or private schools to say they do not do volunteer work (13% vs. 25% and 22%, respectively), as are students in rural schools compared to urban and suburban (19% vs. 26% and 25%, respectively). Girls are more likely than boys to volunteer at school (61% vs. 54%) and church (45% vs. 40%).

On the other hand, Asian and Hispanic students are more likely than white and African-American students to say they do not do any volunteer work (32% and 30% vs. 22% and 19%). African-American urban students are more likely than white or Hispanic urban students to volunteer at school (60% vs. 52% and 43%, respectively); in contrast, the proportions of each group that volunteer at church are relatively similar (47%, 45% and 42%, respectively). Rural African-American students are considerably less likely than urban or suburban African-American students to say they do not do any volunteer work (8% vs. 24% and 22%, respectively), as are rural Hispanic students compared to other Hispanic students (11% vs. 26% and 36%, respectively).

Students who are at risk in their home lives (31% vs. 22%), neighborhoods (33% vs. 22%), and economic status (25% vs. 23%), or for apathetic (37% vs. 20%) or hostile (31% vs. 21%) behavior and attitudes are more likely than those who are not at risk to say they do not do any volunteer work.

TABLE 3-3
CURRENT PARTICIPATION IN VOLUNTEER SERVICE

Q.D10: Do you volunteer in any of these types of organizations, or not?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	1997	1516	183	298	1225	421	351
	%	%	%	%	%	%	%
School	57	56	64	60	52	56	63
Church	42	41	49	48	43	35	49
A local community group	12	11	17	13	12	12	11
Another type of organization	8	7	12	9	8	9	6
Youth organization	2	2	3	6	2	3	3
Do not do any volunteer work	23	25	22	13	26	25	19
Don't Know	6	7	2	10	6	5	7

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	869	1124	1203	295	267	102
	%	%	%	%	%	%
School	54	61	59	65	42	40
Church	40	45	43	50	38	29
A local community group	11	13	12	12	10	11
Another type of organization	7	8	9	8	6	2
Youth organization	3	2	3	3	1	1
Do not do any volunteer work	25	22	22	19	30	32
Don't Know	7	5	5	4	10	15

(CONTINUED)

TABLE 3-3 (CONTINUED)
CURRENT PARTICIPATION IN VOLUNTEER SERVICE

Q.D10: Do you volunteer in any of these types of organizations, or not?

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	1997	671	273	259	225	36	34	179	67	21
	%	%	%	%	%	%	%	%	%	%
School	57	52	63	60	60	61	74	43	34	79
Church	42	45	36	48	47	43	58	42	29	71
A Local Community Group	12	11	13	11	15	15	7	8	9	16
Another Type of Organization	8	8	11	7	9	15	1	5	5	7
Youth organization	2	2	3	3	3	80	-	1	-	7
Do Not Do Any Volunteer Work	23	24	22	22	24	22	8	26	36	11
Don't Know	6	5	3	7	3	-	8	10	13	-

TABLE 3-3 (CONTINUED)
CURRENT PARTICIPATION IN VOLUNTEER SERVICE

Q.D10: Do you volunteer in any of these types of organizations, or not?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	1997 %	279 %	1718 %	279 %	1718 %	370 %	1627 %
School	57	54	57	49	58	54	58
Church	42	33	43	32	44	43	42
A Local Community Group	12	8	12	13	11	11	12
Another Type of Organization	8	6	8	10	7	9	7
Youth Organization	2	3	2	2	2	2	2
Do Not Do Any Volunteer Work	23	31	22	33	22	25	23
Don't Know	6	5	6	5	6	6	6

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	372 %	1625 %	485 %	1512 %	1516 %
School	42	61	50	60	52
16urch	26	46	36	44	30
A Local Community Group	8	13	10	12	8
Another Type of Organization	7	8	5	8	6
Youth Organization	1	3	1	3	2
Do Not Do Any Volunteer Work	37	20	31	21	29
Don't Know	7	6	5	7	8

TABLE 3-4
HOURS PER WEEK VOLUNTEERING

Q.D11: If you do volunteer work, about how many hours per week do you volunteer?

Base: Do Volunteer Work

	Total
Base	1364
	%
4 Hours or Less	**46**
Less Than 1 Hour	20
1-2 Hours	14
3-4 Hours	12
5 Hours or More	**18**
5-10 Hours	13
11 or More Hours	6
Mean	4
Median	1
Don't Know	35

Teens' Perceptions of How Adults Treat Them

When students participate in programs with adults in charge, most report positive experiences in how they are treated. Majorities feel the adults in charge give them responsibility (81%), listen to them (72%), trust them (67%), and make them feel important (64%).

An interesting trend appears among public, private and parochial schools--students in parochial schools are more likely to report positive feelings about the adults in charge of the programs in which they participate compared to those in private schools, and those in private schools are generally more likely to report positive experiences compared to those in public schools. For example, 92% of parochial school students say the adults in charge of the groups in which they are involved give them responsibility, compared to 81% of those in private schools and 80% of those in public schools. They are also more likely to say adults listen to them (83% vs. 75% and 70%), trust them (77% vs. 71% and 66%), and make them feel important (73% vs. 62% and 64%).

Students in suburban and urban schools are more likely than those in rural schools to say that the adults in charge of the programs in which they participate do these same things. Interestingly, girls are more likely than boys to say adults give them responsibility (84% vs. 78%), listen to them (75% vs. 68%), trust them (72% vs. 63%), and make them feel important (68% vs. 61%).

There are no sizable disparities among students of different racial and ethnic backgrounds. However, when looking at race by location of schools, suburban African-American and Hispanic students are less likely than their white peers to say the adults in charge of the programs in which they participate give them responsibility (78% and 79 vs. 86%, respectively). Students who fall into at risk categories--including at risk home life, neighborhoods, economic status and apathetic or hostile behavior--are less likely to say adults in charge treat them in these positive ways.

TABLE 3-5
TEENS' PERCEPTIONS OF HOW ADULTS TREAT THEM

Q.D8: When you participate in programs with adults in charge, do they do any of these things, or not?

	Yes, They Do	They Do Not	Don't Know
	%	%	%
Give You Responsibility	81	9	10
Listen To You	72	15	13
Trust You	67	13	19
Make You Feel Important	64	17	19

TABLE 3-6
TEENS' PERCEPTIONS OF HOW ADULTS TREAT THEM

Q.D8: When you participate in programs with adults in charge, do they do any of these things, or not?

Response: Yes They Do

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Give you responsibility	81	80	81	92	83	84	76
Listen to you	72	70	75	83	75	73	66
Trust you	67	66	71	77	72	69	62
Make you feel important	64	64	62	73	67	64	62

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%
Give you responsibility	78	84	82	81	82	81
Listen to you	68	75	72	73	69	80
Trust you	63	72	68	67	67	67
Make you feel important	61	68	64	69	61	64

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
Give You Responsibility	81	83	86	76	83	78	81	85	79	82
Listen to You	72	74	75	67	77	76	66	77	64	69
Trust You	67	72	72	62	69	72	60	75	60	71
Make You Feel Important	64	65	66	61	72	58	70	64	59	63

(CONTINUED)

TABLE 3-6 (CONTINUED)
TEENS' PERCEPTIONS OF HOW ADULTS TREAT THEM

Q.D8: When you participate in programs with adults in charge, do they do any of these things, or not?

Response: Yes They Do

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Give You Responsibility	81	72	82	67	83	80	81
Listen to You	72	65	72	58	74	70	72
Trust You	67	55	69	52	70	62	69
Make You Feel Important	64	58	65	51	66	58	66

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Give You Responsibility	67	85	71	85	79
Listen to You	57	75	58	77	69
Trust You	49	72	53	73	64
Make You Feel Important	50	68	54	68	61

CHAPTER 4:
TEENS' VIEWS AND EXPERIENCE WITH AUTHORITY FIGURES

Frequency of Seeing Police Patrolling Near Teens' Homes

Many teenagers have minimal awareness of a police presence in their neighborhood, and not surprisingly, they have no opinion of the police who work in their neighborhoods.

- Six in ten (62%) say they hardly ever or never see police patrolling the blocks surrounding their homes.
- A plurality (40%) say they have no opinion of the police who patrol the surrounding blocks near their homes.

Teens in public, private and parochial schools are about equally likely to say they often see police patrolling the surrounding blocks near their homes (37%, 34% and 32%, respectively). The proportion of teens who report often seeing police in their neighborhoods is equally small whether they live in urban, suburban or rural settings (36%, 35% and 37%, respectively). The same is true for boys and girls; almost two in five (36% and 37%) report seeing police in their neighborhoods often.

However, minority students are more likely than white students to say they often see police in their neighborhoods. While nearly half of African-American and Hispanic teens (46% and 48%, respectively) say they often see police, only one-third of white teens (33%) see them with such frequency. These findings are relatively consistent when analyzing race by location of schools.

Compared with students who are not at risk, those who have at risk home lives (48% vs. 35%) or live in at risk neighborhoods (55% vs. 34%) are more likely to say they often see police patrolling the surrounding blocks near their homes. Those who are at risk for economic status (41% vs. 35%), apathetic behavior (39% vs. 36%) or hostile behavior (41% vs. 34%) also are more likely to say they often see the police patrolling the surrounding blocks near their homes, although the differences are somewhat smaller.

TABLE 4-1
FREQUENCY OF OBSERVED POLICE PATROLS IN NEIGHBORHOOD

Q.E1: How often do you see police patrolling the surrounding blocks near your home–would you say often, hardly ever, or never?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2020	1536	184	300	1237	429	354
	%	%	%	%	%	%	%
Often	36	37	34	32	36	35	37
Hardly Ever	45	43	47	56	48	45	40
Never	17	17	16	11	12	17	21
Don't Know	3	3	3	2	4	2	2

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	879	1137	1217	296	275	102
	%	%	%	%	%	%
Often	36	37	33	46	48	34
Hardly Ever	42	47	46	38	42	49
Never	20	13	19	12	9	11
Don't Know	2	3	2	3	1	6

	WHITE			**AFRICAN-AMERICAN**			**HISPANIC**		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	679	276	262	225	37	34	183	71	21
	%	%	%	%	%	%	%	%	%
Often	28	31	38	51	50	37	43	51	51
Hardly Ever	55	46	40	38	37	40	47	40	37
Never	13	21	21	8	10	20	10	8	12
Don't Know	3	3	1	3	2	3	1	1	-

(CONTINUED)

TABLE 4-1 (CONTINUED)
FREQUENCY OF OBSERVED POLICE PATROLS IN NEIGHBORHOOD

Q.E1: How often do you see police patrolling the surrounding blocks near your home–would you say often, hardly ever, or never?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2020	278	1742	284	1736	372	1648
	%	%	%	%	%	%	%
Often	36	48	35	55	34	41	35
Hardly Ever	45	41	45	31	46	40	46
Never	17	10	17	11	17	17	16
Don't Know	3	1	3	3	3	2	3

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	378	1642	493	1527	1537
	%	%	%	%	%
Often	39	36	41	34	36
Hardly Ever	36	47	37	47	44
Never	19	16	19	16	17
Don't Know	6	2	2	3	3

Teens' Opinions About Police in Their Neighborhoods

Regardless of the extent of police presence in teenagers' communities, they are equally likely to say they have no opinion or a bad opinion of the police they see patrolling in the vicinity of their homes. The majority of public, private and parochial school students hold negative opinions or have no opinion of local police officers (61%, 63% and 50%, respectively). The same is true for students living in urban, suburban and rural communities, where roughly three in five (58%, 61% and 64%, respectively) have no opinion or a bad opinion of their local police officers.

Boys and girls and students of different racial and ethnic backgrounds hold similar views about the police. Roughly one in four teens--in all these groups--say they have a good opinion of the police they see patrolling the blocks surrounding their homes, while the majority (ranging from 56% to 65%) have no opinion or a bad opinion. African-American suburban teens are less likely than white or Hispanic suburban teens to hold the police in high regard (13% vs. 29% and 21%, respectively). African-American and Hispanic suburban youth are more inclined than white suburban youth to say they have a bad opinion of the police whom they see patrolling near their homes (26% and 24% vs. 17%, respectively).

Compared with students deemed "not at risk", those in at risk neighborhoods (41% vs. 18%) and at risk for hostile (38% vs. 14%) behavior and attitudes are more than twice as likely to say they have a bad opinion of the police.

TABLE 4-2
OPINIONS OF POLICE IN COMMUNITY

Q.E2: Think about your experiences with police patrolling the surrounding blocks near your home. Do you have a good opinion, bad opinion, or no opinion at all about the police officers who work near your home?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2019	1535	184	300	1237	429	353
	%	%	%	%	%	%	%
Good Opinion	26	26	28	37	33	26	22
Bad Opinion	21	20	25	18	18	21	24
No Opinion At All	40	41	38	32	40	40	40
Don't Know	12	13	10	13	10	13	14

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	878	1137	1218	295	275	102
	%	%	%	%	%	%
Good Opinion	26	28	28	26	24	23
Bad Opinion	26	15	21	21	20	27
No Opinion At All	39	41	40	41	42	36
Don't Know	10	15	12	12	14	14

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	679	277	262	225	36	34	183	71	21
	%	%	%	%	%	%	%	%	%
Good Opinion	33	29	23	34	13	22	32	21	14
Bad Opinion	16	17	27	24	26	14	16	24	16
No Opinion At All	42	42	36	32	46	51	41	38	62
Don't Know	8	12	14	10	15	13	11	17	8

(CONTINUED)

TABLE 4-2 (CONTINUED)
OPINIONS ABOUT POLICE IN COMMUNITY

Q.E2: Think about your experiences with police patrolling the surrounding blocks near your home. Do you have a good opinion, bad opinion, or no opinion at all about the police officers who work near your home?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2019 %	279 %	1740 %	285 %	1734 %	372 %	1647 %
Good Opinion	26	25	27	19	28	24	27
Bad Opinion	21	32	19	41	18	22	20
No Opinion At All	40	32	41	32	41	42	40
Don't Know	12	11	13	8	13	13	12

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	379 %	1640 %	494 %	1525 %	1536 %
Good Opinion	15	30	21	29	24
Bad Opinion	31	18	38	14	22
No Opinion At All	39	40	31	43	40
Don't Know	14	12	10	13	14

Teens' Attitudes Toward Police

When asked in more detail about their attitudes toward police, teens express contradictory opinions. Teens were asked whether in their communities the following positive statements about the police are true or false:

- Knowing a police officer is nearby makes me feel safe.
- I know the police will help me immediately if I called them about an emergency situation.

Two-thirds (68%) of teens believe at least one of these positive statements is true; more than one-third (36%) believe both are true, and 32% believe only one is true. Majorities of both boys and girls (66% and 70%, respectively) believe at least one of these positive statements about police is true; however, the same cannot be said for students of different racial or ethnic backgrounds. While considerable majorities of white (72%) and Asian (74%) students believe that at least one of these statements is true, smaller majorities of Hispanic and African-American students agree (67% and 47%, respectively). White students in the suburbs are considerably more likely than either Hispanic or African-American suburban students to believe both positive statements about the police are true (44% vs. 29% vs. 17%, respectively).

Students who are categorized as at risk are considerably less likely to believe both positive statements about the police are true. For example, students who are at risk in their neighborhoods are less than half as likely as those who are not at risk to believe both positive statements about the police (18% vs. 39%).

Teens were asked whether the following negative statements about the police in their communities are true or false:

- When I see police patrolling the streets, I try to stay out of their way.
- Police officers in my neighborhood don't like people my age.

Overall, teens are more likely to agree with these negative statements than with the positive statements. Three in four (74%) believe at least one of these statements is true; one in five (19%) believe both are true, and more than half (55%) believe only one is true. Young men (23%) are more likely than young women (14%) to agree with both negative statements. Considerable majorities of young people of different racial or ethnic backgrounds are likely to say at least one of these negative statements is true. One in five white and African-American students believe both negative statements are true (20% and 20%, respectively). African-American students in the suburbs are approximately twice as likely as white and Hispanic suburban students to say they believe both negative statements about the police (33% vs. 19% and 15%, respectively).

Not surprisingly, teens in at risk environments are more likely than those who are not to say they believe both negative statements about the police. For example, students who are in at risk neighborhoods are more than twice as likely as those who are not to believe both negative statements (37% vs. 16%), as are students who are at risk for hostile behavior or attitudes (35% vs. 13%).

TABLE 4-3
ATTITUDES TOWARD POLICE

Q.E3: For you, are these statements true or false?
Knowing a police officer is nearby makes me feel safe
When I see police officers patrolling the street, I try to stay out of their way
I know the police would help me immediately if I called them about an emergency situation
Police officers in my neighborhood don't like people my age

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
Base	2022 %	881 %	1137 %	1218 %	296 %	275 %	103 %
Believe one positive statement about police	32	33	30	31	29	35	32
Believe both positive statements about police	36	33	40	41	18	32	42
Believe one negative statement about police	55	52	58	53	57	58	66
Believe both negative statements about police	19	23	14	20	20	15	11

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	679 %	277 %	262 %	225 %	37 %	34 %	183 %	71 %	21 %
Believe one positive statement about police	30	29	35	27	24	33	29	38	39
Believe both positive statements about police	44	44	35	25	17	9	35	29	34
Believe one negative statement about police	55	57	48	60	45	60	58	59	52
Believe both negative statements about police	18	19	24	18	33	14	15	15	21

(CONTINUED)

TABLE 4-3 (CONTINUED)
ATTITUDES TOWARD POLICE

Q.E3: For you, are these statements true or false?
Knowing a police officer is nearby makes me feel safe
When I see police officers patrolling the street, I try to stay out of their way
I know the police would help me immediately if I called them about an emergency situation
Police officers in my neighborhood don't like people my age

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2022	279	1743	286	1736	372	1650
	%	%	%	%	%	%	%
Believe one positive statement about police	32	26	32	27	32	27	33
Believe both positive statements about police	36	26	38	18	39	30	38
Believe one negative statement about police	55	53	55	42	57	57	55
Believe both negative statements about police	19	24	18	37	16	20	19

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	380	1642	495	1527	1539
	%	%	%	%	%
Believe one positive statement about police	33	31	28	33	33
Believe both positive statements about police	22	40	25	40	32
Believe one negative statement about police	51	56	47	58	55
Believe both negative statements about police	23	18	35	13	19

Two in three (68%) junior high and high school students say that when they see police officers patrolling the street, they try to stay out of their way. The likelihood that a young person will say they try to stay out of the way of police is equal whether they live in urban, suburban or rural communities and whether they attend public, private or parochial schools. The majority of students of different racial or ethnic backgrounds (ranging from 61% of Hispanic students to 75% of Asian students) say that when they see police officers patrolling the street, they try to stay out of their way. Hispanic students in urban and suburban schools are less likely to say this is true than their white or African-American peers. Whether or not they are at risk for various environmental factors, similar proportions of students say they try to stay out of their way when they see police officers patrolling the street.

Although many teens try to steer clear of the police, many also say that knowing a police officer is nearby makes them feel safe (53%), and that they believe the police would help them immediately if they called about an emergency situation (51%). Private and parochial school students are more likely than public school students to say they feel safe when police are nearby (56% and 63%, respectively, vs. 49%). Private school students are also more likely than public school students to believe the police would help them immediately if they called about an emergency situation (63% vs. 52%). Urban African-American students are almost twice as likely as suburban African-American students to say having a police officer nearby makes them feel safe (42% vs. 25%). Students in at risk neighborhoods are about half as likely to say having police officers nearby makes them feel safe (29% vs. 54%), and they are also less likely to think the police would help them in an emergency (34% vs. 56%).

One ifn four (25%) teens believe police officers in their communities do not like people their age. Parochial school students are much less likely to believe this statement is true of their local police (13%), compared to public (25%) or private (32%) school students. Rural, suburban and urban students are equally likely to think the police in their communities do not like people their age (29%, 24% and 23%, respectively). This opinion is less widely held by Asian students (13%), as compared to those of other racial or ethnic backgrounds; at least one in four white (25%), African-American (29%) and Hispanic (27%) students think the local police do not like young people. Suburban African-American students are considerably more likely than urban African-American students to say this is true (39% vs. 24%).

At risk teens are more likely than those who are not at risk to believe police officers in their communities do not like people their age. Note the following: at risk home life (40% vs. 23%); at risk neighborhood (52% vs. 21%); at risk for apathetic behavior or attitudes (34% vs. 23%); and at risk for hostile behavior or attitudes (47% vs. 17%).

TABLE 4-4
ATTITUDES TOWARD POLICE

Q.E3: For you, are these statements true or false?

	TRUE	FALSE	DON'T KNOW
	%	%	%
When I see police officers patrolling the street, I try to stay out of their way	68	21	11
I know the police would help me immediately if I called them about an emergency situation	53	25	21
Knowing a police officer is nearby makes me feel safe	51	34	15
Police officers in my neighborhood don't like people my age	25	38	37

TABLE 4-5
ATTITUDES TOWARD POLICE

Q.E3: For you, are these statements true or false?

Response: True

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
When I see police officers patrolling the street, I try to stay out of their way	68	68	68	71	68	70	65
I know the police would help me immediately if I called them about an emergency situation	53	52	57	63	54	55	51
Knowing a police officer is nearby makes me feel safe	51	49	56	63	54	53	46
Police officers in my neighborhood don't like people my age	25	25	32	13	23	24	29

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
When I see police officers patrolling the street, I try to stay out of their way	68	67	68	67	61	75
I know the police would help me immediately if I called them about an emergency situation	51	55	57	33	57	61
Knowing a police officer is nearby makes me feel safe	47	55	56	33	42	55
Police officers in my neighborhood don't like people my age	30	20	25	29	27	13

(CONTINUED)

TABLE 4-5 (CONTINUED)
ATTITUDES TOWARD POLICE

Q.E3: For you, are these statements true or false?

Response: True

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
When I see police officers patrolling the street, I try to stay out of their way	68	67	72	65	72	73	57	61	60	69
I know the police would help me immediately if I called them about an emergency situation	53	59	56	56	35	34	27	52	60	54
Knowing a police officer is nearby makes me feel safe	51	59	61	49	42	25	25	48	35	54
Police officers in my neighborhood don't like people my age	25	23	22	30	24	39	31	26	27	27

(CONTINUED)

TABLE 4-5 (CONTINUED)
ATTITUDES TOWARD POLICE

Q.E3: For you, are these statements true or false?

Response: True

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
When I see police officers patrolling the street, I try to stay out of their way	68	61	69	64	68	68	68
I know the police would help me immediately if I called them about an emergency situation	53	38	55	34	56	40	56
Knowing a police officer is nearby makes me feel safe	51	40	52	29	54	47	52
Police officers in my neighborhood don't like people my age	25	40	23	52	21	30	24

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
When I see police officers patrolling the street, I try to stay out of their way	63	69	71	67	67
I know the police would help me immediately if I called them about an emergency situation	42	56	41	58	50
Knowing a police officer is nearby makes me feel safe	34	55	38	56	47
Police officers in my neighborhood don't like people my age	34	23	47	17	26

Frequency of Being Hassled By Police When Teens Are Not Doing Anything Wrong

Overall, these mixed views about the police are not surprising when one considers the frequency with which teens feel they or their friends have been hassled by the police when they were doing nothing wrong. Twenty-eight percent of teens say they or their friends have been hassled at least a few times by the police, and another one in five (21%) say they have been hassled once or twice. In total, 49% of students report that they or their friends have been hassled by police at least once when they weren't doing anything wrong. These experiences are fairly consistent among young people whether they live in urban or suburban communities and whether they attend public or private schools. Parochial school students are far less likely to say they have had these kinds of experiences.

Boys are more likely than girls (58% vs. 41%), and white, African-American and Hispanic teens are more likely than Asian teens to say they or their friends have been hassled by police at least once (51%, 51% and 54% vs. 29%) when they weren't doing anything wrong. African-American students in urban and suburban schools are more likely to have been hassled by the police when they weren't doing anything wrong compared to white urban and suburban students.

Students in at risk neighborhoods (72% vs. 47%) and those who are at risk for exhibiting hostile behavior or attitudes (73% vs. 40%) are more likely than those not at risk to say they or their friends have been hassled at least once by police when they weren't doing anything wrong.

TABLE 4-6
FREQUENCY OF BEING HASSLED BY POLICE

Q.E4: How often would you say you or your friends have been hassled by the police when you weren't doing anything wrong–a lot, a few times, once or twice, or never?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2014 %	1531 %	183 %	300 %	1233 %	428 %	353 %
A Lot	10	11	10	3	8	10	13
A Few Times	18	18	27	8	15	16	23
Once or Twice	21	22	17	24	21	23	20
Never	47	46	44	60	52	47	42
Don't Know	3	3	2	4	4	3	2

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	878 %	1132 %	1216 %	294 %	273 %	102 %
A Lot	14	7	9	15	16	7
A Few Times	21	15	20	17	16	5
Once or Twice	23	19	22	19	22	17
Never	39	56	48	44	43	63
Don't Know	3	3	2	6	3	9

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	677 %	277 %	262 %	224 %	36 %	34 %	183 %	70 %	20 %
A Lot	7	7	11	11	20	17	11	21	10
A Few Times	15	16	26	17	24	13	14	17	17
Once or Twice	24	25	19	14	26	22	25	17	38
Never	51	50	43	53	28	39	49	42	35
Don't Know	2	3	*	5	2	9	2	4	-

(CONTINUED)

TABLE 4-6 (CONTINUED)
FREQUENCY OF BEING HASSLED BY POLICE

Q.E4: How often would you say you or your friends have been hassled by the police when you weren't doing anything wrong–a lot, a few times, once or twice, or never?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2014	277	1737	284	1730	369	1645
	%	%	%	%	%	%	%
A Lot	10	21	9	29	8	15	9
A Few Times	18	21	18	26	17	19	18
Once or Twice	21	20	21	17	22	19	22
Never	47	32	49	26	50	45	48
Don't Know	3	6	3	2	3	3	3

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	376	1638	491	1523	1532
	%	%	%	%	%
A Lot	19	8	27	4	11
A Few Times	23	17	28	14	18
Once or Twice	18	22	18	22	21
Never	35	50	26	55	47
Don't Know	5	3	1	4	3

CHAPTER 5:
TEENS' VIEWS ON ANTI-SOCIAL BEHAVIORS

Teens' Attitudes About Gangs

Young people's ambivalence about the roles that different social institutions play in their communities is reflected in their views of gangs as well as their opinions of the police. Whether or not there are gangs in their neighborhoods--and one in eight (12%) say it is true that gangs play *a big part* in daily life in their neighborhoods--at least one in five teens believe that at least one of the following statements is true:

1. Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly (48%).

2. Most young kids in my neighborhood look up to gang members (25%).

3. Belonging to a gang is like having a family that will always be there for you (21%).

Nonetheless, the great majority (78%) of teens also think it is true that, "Gangs are violent and destructive."

TABLE 5-1
ATTITUDES TOWARD GANGS

Q.F2: Whether there are gangs in your neighborhood or not, do you think the following statements about gangs are true or false?

	TRUE	FALSE	DON'T KNOW
	%	%	%
Gangs are violent and destructive	78	11	11
Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly	48	28	24
Most young kids in my neighborhood look up to gang members	25	52	23
Belonging to a gang is like having a family that will always be there	21	63	16
Gangs play a big part in daily life in my neighborhood	12	72	16

Public school students are marginally more likely than private or parochial school students to

agree with positive statements about gangs. For example, only one in five (18%) private school students believe most young kids in their neighborhoods look up to gang members, while one in four (26%) public school students agree. Students living in suburban communities are somewhat less likely than students in rural and urban communities to believe that young kids in their neighborhoods look up to gang members (21% vs. 29% and 26%, respectively).

The majority of junior high and high school students do not believe that "Gangs play a big part in daily life in my neighborhood;" 72% of students say this statement is false. Nevertheless, a considerable minority believe the presence of gangs is a big part of daily life, and these young people are not confined to particular communities or schools. Between one in seven and one in ten students believe that gangs play a big part in daily life in their neighborhoods whether they attend schools in urban (12%), suburban (11%) or rural areas (13%) or public (12%), private (11%) or parochial (10%) schools.

Large majorities of students in all kinds of schools and communities believe that gangs are violent and destructive, however, the proportion is somewhat smaller among public school students (76%) as compared to private and parochial school students (88% and 88%, respectively). Still there are considerable numbers of students who see a positive side to gangs. Between one in six and one in four teens believe that belonging to a gang is like having a family that will always be there; this ranges from 16% of private school students to 24% of students living in rural areas.

Girls and boys have similar views about gangs, except that boys are more likely to think "Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly;" 51% of boys say this statement is true vs. 44% of girls.

Minority students--African-American and Hispanic students in particular--are more likely to agree with statements that indicate positive views about the role of gangs. For example, two in five Hispanic and African-American teens (38% and 45%, respectively) say that young kids in their neighborhoods look up to gang members, as compared to 18% of white students. More than half Hispanic, African-American, and Asian teens believe that gangs protect their members from outsiders (66%, 51% and 52%, respectively), while less than half of white students agree (45%). African-American and Hispanic teens are also more likely to say that gangs play a big part in daily life in their neighborhoods, with roughly one in four (24% and 24%, respectively), compared to roughly one in twelve white and Asian students (8% and 8%, respectively) believing this is so.

African-American and Hispanic students who attend schools in urban and suburban communities are more likely than their white peers to believe in these three sympathetic statements about gangs. For example, two in five urban African-American (44%) and Hispanic (36%) students think it is true that "Most young kids in my neighborhood look up to gang members," compared to only one in six urban white students (16%). Similarly, students in at risk homes and neighborhoods, and those at risk for apathetic or hostile behavior are more

inclined to say they agree with these sympathetic statements about gangs. Not surprisingly, those at risk in their neighborhoods are most inclined to agree with these statements. For example, 66% of at risk neighborhood students vs. 19% of those who are not at risk believe it is true that most kids in their neighborhoods look up to gang members.

Observation:

These findings bear particular importance in light of the higher prevalence of minority teens that are being raised in households with only one parent--most often by their mother--or who have never lived with their parents (See Chapter Eight). Their less traditional home life may be associated with their more frequent beliefs in the role that gangs can play as support systems. In turn, the broader appeal and prevalence of gang life in their communities may be contributing to African-American and Hispanic teens' more frequent concerns about safety, experiences with violence and exposure to the use of weapons.

TABLE 5-2
ATTITUDES TOWARD GANGS

Q.F2: Whether there are gangs in your neighborhood or not, do you think the following statements about gangs are true or false?

Response: True

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Gangs are violent and destructive	78	76	88	88	80	76	79
Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly	48	49	46	38	46	50	48
Most young kids in my neighborhood look up to gang members	25	26	18	21	26	21	29
Belonging to a gang is like having a family that will always be there	21	22	16	15	19	20	24
Gangs play a big part in daily life in my neighborhood	12	12	11	10	12	11	13

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Gangs are violent and destructive	77	80	82	75	68	75
Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly	51	44	45	51	66	52
Most young kids in my neighborhood look up to gang members	26	24	18	45	38	21
Belonging to a gang is like having a family that will always be there	24	17	17	27	32	17
Gangs play a big part in daily life in my neighborhood	14	10	8	24	24	8

(CONTINUED)

TABLE 5-2 (CONTINUED)
ATTITUDES TOWARD GANGS

Q.F2: Whether there are gangs in your neighborhood or not, do you think the following statements about gangs are true or false?

Response: True

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
Gangs are violent and destructive	78	82	81	83	78	72	74	78	60	75
Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly	48	41	45	48	58	55	37	49	66	60
Most young kids in my neighborhood look up to gang members	25	16	16	22	44	25	58	36	38	45
Belonging to a gang is like having a family that will always be there	21	16	15	20	24	29	29	20	40	33
Gangs play a big part in daily life in my neighborhood	12	8	5	9	18	31	27	22	26	19

(CONTINUED)

TABLE 5-2 (CONTINUED)
ATTITUDES TOWARD GANGS

Q.F2: Whether there are gangs in your neighborhood or not, do you think the following statements about gangs are true or false?

Response: True

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Gangs are violent and destructive	78	75	79	76	79	76	79
Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly	48	62	46	75	44	47	48
Most young kids in my neighborhood look up to gang members	25	44	22	66	19	31	24
Belonging to a gang is like having a family that will always be there	21	33	19	57	16	26	20
Gangs play a big part in daily life in my neighborhood	12	26	10	71	4	17	11

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Gangs are violent and destructive	73	80	71	81	76
Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly	58	45	66	41	48
Most young kids in my neighborhood look up to gang members	31	23	38	20	26
Belonging to a gang is like having a family that will always be there	36	17	39	14	22
Gangs play a big part in daily life in my neighborhood	22	10	25	7	13

Teens' Attitudes About Retaliatory Behavior

Many teens believe that friends should help protect and defend one another, and that teens have the right to respond to others' confrontational acts or disrespectful behavior. No less than one in four teens agree with these statements:

- Friends should defend you if you are "dissed," no matter what it is about (56%).
- A boy has the right to get back at someone who "checks out" his girlfriend (30%).
- A girl has a right to get back at someone who "checks out" her boyfriend (24%).

TABLE 5-3
ATTITUDES TOWARD RETALIATORY BEHAVIOR

Q.F3: Overall, do you agree or disagree with these statements?

	AGREE	DISAGREE	DON'T KNOW
	%	%	%
Friends should defend you if you are "dissed," no matter what it is about	56	28	16
A boy has a right to get back at someone who checks out his girlfriend	30	58	13
A girl has a right to get back at someone who checks out her boyfriend	24	62	14

These opinions are consistent among students in public, private and parochial, and in urban and suburban schools.

Boys and girls hold dissimilar views about whether or not teens have the right to get back at someone who checks out another person's boyfriend or girlfriend, with boys more likely to agree that people have the right to retaliate (38% vs. 21% that boys have the right, and 27% vs. 22% that girls have the right). Boys are also more likely than girls to believe that friends should defend each other if they are "dissed," no matter what it is about (60% vs. 51%).

White urban students are more likely to agree that friends should defend one another if they are "dissed," no matter what the reason is, compared to African-American or Hispanic urban students (57% vs. 38% and 54%, respectively). The pattern is somewhat different regarding boys and girls having the right to get back at someone for checking out their girlfriends or boyfriends, with white and Hispanic urban students more likely to agree that they have this right than African-American students.

In general, students who are at risk are more likely to espouse these retaliatory views than those who are not. For example, the following proportions of at risk students agree with the statement "Friends should defend you if you are 'dissed,' no matter what it is about"--at risk neighborhood (64% vs. 54% not at risk), at risk for apathetic behavior (60% vs. 54% not at risk) and at risk for hostile behavior (69% vs. 50% not at risk).

Observation:

Although expecting friends to defend one another may not always be practicable or desirable, expressing the belief that such behavior is desirable may be a reflection of young people's high hopes and reliance on their peers rather than an expression of support for aggressive or anti-social behavior. As such, by saying they do not think that friends should unquestionably defend one another, teens in at risk households may be expressing a more "cynical" opinion about the role of friendship rather than a more positive opinion about retaliatory behavior.

TABLE 5-4
ATTITUDES TOWARD RETALIATORY BEHAVIOR

Q.F3: Overall, do you agree or disagree with these statements?

Response: Agree

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Friends should defend you if you are "dissed", no matter what it is about	56	55	58	56	52	56	58
A boy has a right to get back at someone who checks out his girlfriend	30	29	33	26	24	30	35
A girl has a right to get back at someone who checks out her boyfriend	24	24	26	21	19	23	30

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Friends should defend you if you are "dissed", no matter what it is about	60	51	58	51	57	47
A boy has a right to get back at someone who checks out his girlfriend	38	21	27	33	45	27
A girl has a right to get back at someone who checks out her boyfriend	27	22	23	29	33	19

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
Friends should defend you if you are "dissed", no matter what it is about	56	57	57	58	38	53	69	54	57	70
A boy has a right to get back at someone who checks out his girlfriend	30	24	24	32	19	33	55	33	52	47
A girl has a right to get back at someone who checks out her boyfriend	24	20	20	27	15	22	53	23	38	39

(CONTINUED)

TABLE 5-4 (CONTINUED)
ATTITUDES TOWARD RETALIATORY BEHAVIOR

Q.F3: Overall, do you agree or disagree with these statements?

Response: Agree

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Friends should defend you if you are "dissed," no matter what it is about	56	53	56	64	54	56	55
A boy has a right to get back at someone who checks out his girlfriend	30	40	28	56	26	34	29
A girl has a right to get back at someone who checks out her boyfriend	24	33	23	43	22	30	23

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Friends should defend you if you are "dissed," no matter what it is about	60	54	69	50	56
A boy has a right to get back at someone who checks out his girlfriend	43	26	53	21	30
A girl has a right to get back at someone who checks out her boyfriend	33	22	45	17	24

Teens' Likelihood of Intervening in Fights That They Witness

When teens encounter physical fights between other young people, not including fights between family members, they are most likely to say they would watch to see what happens or walk away from the fight rather than try to stop it.

- Almost half (46%) say they would watch to see what happens, while almost one in five (18%) would walk away.
- By contrast, only one in nine (11%) say they would try to get an adult to stop the fight, and only one in twenty (5%) would try to stop it themselves.

These actions, or the lack of action, are consistent among teens in public, private and parochial schools. However, parochial school students are less likely than other students to say they would watch to see what happens (35%), and more likely to say they would walk away (26%).

Although still in the minority, girls are twice as likely as boys to say that if they saw a fight between young people about their age they would try to get an adult to stop the fight (16% vs. 7%). They are also more likely than boys to say they would walk away from a fight (21% vs. 14%) and less likely to say they would watch to see what happens (38% vs. 53%).

Regardless of students' racial or ethnic backgrounds, their behavior upon witnessing a fight between other young people is similar. Urban Hispanic students are more likely than urban white or African-American students to intervene if they saw a physical fight between people their age whom they did not know (29% vs. 24% and 18%).

In general, students who are at risk for hostile behavior or attitudes (61% vs. 41%) or for apathetic behavior or attitudes (56% vs. 43%) are more inclined to say they would watch to see what happens, compared to those who are not at risk. Roughly one in five say they would intervene.

TABLE 5-5
INTERVENTION OR NON-INTERVENTION IN FIGHTS

Q.F6: This next set of questions asks about fights between young people about your age not including your family. We are not talking about fighting that might be done playfully or when joking around. By people about your age we mean your age, a few years younger or a few years older. If you saw a physical fight between people your age whom you did not know, which of the following would you be most likely to do?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2011 %	1528 %	184 %	299 %	1230 %	427 %	354 %
Intervene	**23**	**22**	**24**	**27**	**23**	**19**	**26**
Try to get an adult to stop the fight	11	11	8	16	14	9	12
Try to stop the fight yourself	5	4	8	6	4	4	7
Call the police	4	4	3	5	4	4	3
Jump into the fight	3	3	5	1	2	3	4
Take No Action	**64**	**64**	**65**	**60**	**66**	**67**	**59**
Walk away	18	17	18	26	22	19	12
Watch to see what happens	46	47	47	35	43	47	47
Don't Know	14	14	11	12	11	14	15

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	874 %	1133 %	1213 %	291 %	274 %	103 %
Intervene	**20**	**26**	**22**	**21**	**22**	**25**
Try to get an adult to stop the fight	7	16	11	15	9	14
Try to stop the fight yourself	6	4	4	3	7	3
Call the police	2	6	4	2	2	5
Jump into the fight	5	1	3	1	4	3
Take No Action	**68**	**60**	**64**	**62**	**65**	**61**
Walk away	14	21	18	16	19	20
Watch to see what happens	53	38	46	46	46	41
Don't Know	13	14	13	16	12	14

(CONTINUED)

TABLE 5-5 (CONTINUED)
INTERVENTION OR NON-INTERVENTION IN FIGHTS

Q.F6: This next set of questions asks about fights between young people about your age not including your family. We are not talking about fighting that might be done playfully or when joking around. By people about your age we mean your age, a few years younger or a few years older. If you saw a physical fight between people your age whom you did not know, which of the following would you be most likely to do?

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2011	676	275	262	221	36	34	183	70	21
	%	%	%	%	%	%	%	%	%	%
Intervene	**23**	**24**	**19**	**24**	**18**	**11**	**32**	**29**	**21**	**9**
Try to get an adult to stop the fight	11	16	9	8	9	3	30	14	8	-
Try to stop the fight yourself	5	3	3	6	5	5	-	9	6	9
Call the police	4	4	5	4	3	-	2	3	1	-
Jump into the fight	3	2	1	6	1	2	-	2	6	-
Take No Action	**64**	**65**	**66**	**61**	**69**	**72**	**47**	**62**	**71**	**50**
Walk away	18	24	20	13	20	24	6	20	21	10
Watch to see what happens	46	41	46	49	49	49	41	43	50	40
Don't Know	14	11	14	14	13	17	21	9	8	42

(CONTINUED)

TABLE 5-5 (CONTINUED)
INTERVENTION OR NON-INTERVENTION IN FIGHTS

Q.F6: This next set of questions asks about fights between young people about your age not including your family. We are not talking about fighting that might be done playfully or when joking around. By people about your age we mean your age, a few years younger or a few years older. If you saw a physical fight between people your age whom you did not know, which of the following would you be most likely to do?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2011	277	1734	284	1727	367	1644
	%	%	%	%	%	%	%
Intervene	**23**	**23**	**23**	**26**	**22**	**23**	**23**
Try to get an adult to stop the fight	11	9	11	5	12	8	12
Try to stop the fight yourself	5	6	5	6	5	4	5
Call the police	4	3	4	3	4	5	3
Jump into the fight	3	5	3	12	2	6	2
Take No Action	**64**	**68**	**63**	**62**	**64**	**65**	**64**
Walk away	18	15	18	12	19	17	18
Watch to see what happens	46	53	45	49	45	48	46
Don't Know	14	9	14	12	14	12	14

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	378	1633	493	1518	1530
	%	%	%	%	%
Intervene	**19**	**24**	**23**	**23**	**12**
Try to get an adult to stop the fight	6	13	2	14	5
Try to stop the fight yourself	3	5	7	4	2
Call the police	2	4	3	4	1
Jump into the fight	8	2	11	*	3
Take No Action	**69**	**63**	**68**	**62**	**72**
Walk away	13	19	8	22	20
Watch to see what happens	56	43	61	41	52
Don't Know	12	14	9	15	16

Ease of Getting Illegal Drugs in Neighborhoods

Many teens say it is easy to get illegal drugs in their neighborhoods--three in ten (29%) say it is very easy and another three in ten (31%) say it is somewhat easy or not very hard. By contrast, only one in ten (11%) say it is very hard to get illegal drugs no matter how hard one tries. Students in public schools are twice as likely as private school students to say they live in neighborhoods where it is very easy to get drugs (32% vs. 15%); parochial school students fall somewhere in between (19%). The prevalence of drugs in society is not limited by geographic boundaries; roughly three in ten teens say that it is very easy to get drugs in their neighborhoods whether they attend urban (28%), suburban (28%) or rural schools (31%). Sizable minorities of teens in public, private and parochial schools, and in urban, suburban and rural schools, do not know whether or not drugs are readily available in their neighborhoods.

Minority students--African-American and Hispanic students in particular--are much more likely than white students to believe that drugs can be very easily found in their neighborhoods (44% and 38% vs. 24%). Urban African-American students are twice as likely as urban white students to say getting illegal drugs is very easy (46% vs. 21%). An even larger proportion of suburban African-American students feel this way, compared to suburban white students (56% vs. 22%).

Students who have at risk home lives are twice as likely as those who do not to say that getting illegal drugs is very easy (50% vs. 26%); students living in at risk neighborhoods (82% vs. 21%) are more that three times as likely. Students who are at risk for exhibiting apathetic (39% vs. 26%) or hostile (51% vs. 21%) behavior are also more inclined to say getting illegal drugs in their neighborhoods is very easy, compared to those who are not at risk.

TABLE 5-6
EASE OF OBTAINING ILLEGAL DRUGS IN NEIGHBORHOOD

Q.F1: How easy is it to get illegal drugs in your neighborhood-even if you have never tried-would you say very easy, somewhat easy, not very hard or very hard no matter how much you try?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2013 %	1531 %	184 %	298 %	1233 %	429 %	351 %
Very Easy	**29**	**32**	**15**	**19**	**28**	**28**	**31**
Less Easy	**41**	**40**	**48**	**46**	**42**	**44**	**37**
Somewhat Easy	17	16	19	17	17	17	16
Not Very Hard	14	13	14	16	14	15	13
Very Hard, No Matter How Much You Try	11	10	15	13	11	12	9
Don't Know	30	28	37	35	30	28	31

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	878 %	1131 %	1212 %	295 %	273 %	103 %
Very Easy	**31**	**27**	**24**	**44**	**38**	**22**
Less Easy	**44**	**38**	**46**	**33**	**34**	**23**
Somewhat Easy	18	15	16	22	15	5
Not Very Hard	15	13	16	7	13	9
Very Hard, No Matter How Much You Try	11	11	14	4	6	9
Don't Know	25	35	30	22	28	55

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2013 %	676 %	276 %	260 %	224 %	37 %	34 %	183 %	70 %	20 %
Very Easy	**29**	**21**	**22**	**29**	**46**	**56**	**34**	**35**	**39**	**44**
Less Easy	**41**	**48**	**51**	**38**	**31**	**26**	**42**	**36**	**34**	**22**
Somewhat Easy	17	18	18	13	17	11	35	13	19	*
Not Very Hard	14	16	18	14	10	7	3	14	11	19
Very Hard, No Matter How Much You Try	11	15	15	11	4	8	3	9	5	3
Don't Know	30	30	27	33	23	19	24	29	26	33

(CONTINUED)

TABLE 5-6 (CONTINUED)
EASE OF OBTAINING ILLEGAL DRUGS IN NEIGHBORHOOD

Q.F1: How easy is it to get illegal drugs in your neighborhood–even if you have never tried–would you say very easy, somewhat easy, not very hard or very hard no matter how much you try?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2013 %	279 %	1734 %	286 %	1727 %	371 %	1642 %
Very Easy	**32**	**50**	**26**	**82**	**21**	**38**	**27**
Less Easy	**42**	**30**	**42**	**12**	**45**	**37**	**42**
Somewhat Easy	18	15	17	11	17	16	17
Not Very Hard	14	12	14	1	16	14	14
Very Hard, No Matter How Much You Try	10	4	12	*	12	7	12
Don't Know	26	20	31	6	33	25	31

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	378 %	1635 %	493 %	1520 %	1532 %
Very Easy	**39**	**26**	**51**	**21**	**30**
Less Easy	**36**	**42**	**35**	**43**	**38**
Somewhat Easy	17	16	18	16	16
Not Very Hard	13	14	10	15	13
Very Hard, No Matter How Much You Try	6	12	7	12	10
Don't Know	24	31	15	35	32

CHAPTER 6:
FACTORS CONTRIBUTING TO TEEN VIOLENCE

Factors Teens Blame For Teen Violence

Teens were asked about a variety of potential factors that might be blamed for the prevalence of violence against teens; several factors stand out above the others. Majorities of young people think drugs (61%), lack of parental involvement in teens' lives (53%), and peer pressure (52%) deserve a lot of blame for violence that happens against teens. Almost two in five (36%) young people believe that a lack of values deserves a lot of blame. Other factors that deserve a lot of blame are:

- The criminal justice system (29%);
- Not having enough money to live on (24%);
- Young people's unhappiness about their futures (20%);
- Boredom (15%);
- The music young people listen to (17%); and
- Television (16%).

Fewer teens are willing to lay the blame for violence experienced by their peers on the media. Almost half (45%) say that the music young people listen to deserves no blame for violence that happens against teens, and two in five (39%) say television does not deserve blame. These are interesting findings in light of the media focus on the negative impact of graphic song lyrics and violent television programs on anti-social behaviors in young people.

Many junior high and high school students believe that all these potential contributors deserve at least some blame for violence against teens. At the low end, 49% of young people think music deserves at least some blame, while on the high end nine in ten teens think that drugs (88%) and peer pressure (88%) deserve at least some blame for violence against teens.

TABLE 6-1
BLAME FOR TEEN VIOLENCE

Q.F11: Do you think each of the following deserves a lot of blame, some blame, or no blame for violence that happens against teens?

	A LOT OF BLAME	SOME BLAME	NO BLAME	DON'T KNOW
	%	%	%	%
Drugs	61	27	8	4
Lack of parental involvement in teenagers' lives	53	31	10	6
Peer pressure	52	36	8	4
A lack of values	36	40	15	9
The criminal justice system	29	35	23	12
Not having enough money to live on	24	43	26	8
Young people's unhappiness about their futures	20	45	26	9
The music young people listen to	17	33	45	6
Television	16	38	39	6
Boredom	15	37	38	10

Observation:
Overall, these findings suggest that teens' views are on track with many prevalent public messages about teen violence; mainly that drugs, lax family support systems and a lack of values are largely to blame for the prevalence of youth violence, while other common public messages do not seem to be as credible. Although much public attention has been given to the possible influence of music on violence against and among teens, the findings suggest that many young people are likely to dismiss this argument.

More than half of students who attend public, private and parochial schools agree that drugs, lack of parental involvement in teenagers' lives and peer pressure deserve a lot of blame for violence that happens against teens. Larger proportions of private school students name drugs (64% vs. 60% of public and 58% of parochial) and peer pressure (56%, vs. 51% and 52%, respectively). Parochial school students are more likely to attribute a lot of blame to a lack of values (48% vs. 35% and 41%, respectively).

Students who live in urban, suburban and rural communities most often mention the same three items--drugs, lack of parental involvement in teenagers' lives and peer pressure--as deserving a lot of blame for violence against teens. Urban (66%) and rural (62%) students are more likely to blame drugs than suburban students (56%), but urban and suburban students are more likely than rural students to place a lot of blame on lack of parental involvement (55% and

53% vs. 50%) and peer pressure (55% and 53% vs. 47%). Similar proportions of male and female students place a lot of blame on these issues, although girls are more likely to name drugs (63%) and lack of parental involvement (55%) as the top two items, compared to drugs (59%) and peer pressure (53%) for boys.

White, African-American, Hispanic and Asian students also name drugs, lack of parental involvement and peer pressure most often for deserving a lot of blame for violence against teens. Similar proportions of urban students--regardless of race or ethnicity--place a lot of blame on drugs and lack of parental involvement (approximately three in five). However, African-American and Hispanic suburban students are somewhat less likely to blame drugs, compared to white suburban students (40% and 44% vs. 59%, respectively).

Whether or not they are at risk in their home lives, neighborhoods, or economic circumstances, or whether they are at risk for apathetic or hostile behavior, similar proportions of students blame drugs, lack of parental involvement and peer pressure a lot for violence that happens against teens.

TABLE 6-2
BLAME FOR TEEN VIOLENCE

Q.F11: Do you think each of the following deserves a lot of blame, some blame, or no blame for violence that happens against teens?

Response: A Lot Of Blame

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Drugs	61	60	64	58	66	56	62
Lack of parental involvement in teenagers' lives	53	52	53	59	55	53	50
Peer pressure	52	51	56	52	55	53	47
A lack of values	36	35	41	48	40	37	32
The criminal justice system	29	29	31	28	30	32	26
Not having enough money to live on	24	25	17	18	26	24	21
Young people's unhappiness about their futures	20	20	18	15	21	19	19
The music young people listen to	17	16	18	20	16	15	19
Television	16	17	8	21	16	16	17
Boredom	15	15	17	11	16	15	14

(CONTINUED)

TABLE 6-2 (CONTINUED)
BLAME FOR TEEN VIOLENCE

Q.F11: Do you think each of the following deserves a lot of blame, some blame, or no blame for violence that happens against teens?

Response: A Lot Of Blame

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%	%
Drugs	61	59	63	63	57	53	76
Lack of parental involvement in teenagers' lives	53	51	55	54	51	47	58
Peer pressure	52	53	51	55	37	47	57
A lack of values	36	35	38	40	31	25	40
The criminal justice system	29	30	29	29	27	31	31
Not having enough money to live on	24	25	22	21	32	25	25
Young people's unhappiness about their futures	20	19	20	18	22	19	22
The music young people listen to	17	19	14	16	18	13	18
Television	16	15	18	15	21	17	16
Boredom	15	17	13	14	19	17	16

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
Drugs	61	66	59	65	63	40	58	68	44	51
Lack of parental involvement in teenagers' lives	53	53	55	54	62	55	32	58	41	42
Peer pressure	52	58	55	52	50	42	15	51	47	37
A lack of values	36	44	39	37	37	42	14	34	22	11
The criminal justice system	29	29	31	26	27	37	20	34	30	27
Not having enough money to live on	24	20	21	21	38	35	22	28	26	13
Young people's unhappiness about their futures	20	19	16	21	21	37	13	24	17	17
The music young people listen to	17	14	14	20	15	19	20	13	13	9
Television	16	15	15	14	16	23	28	13	18	25
Boredom	15	14	14	13	21	25	11	17	15	26

(CONTINUED)

TABLE 6-2 (CONTINUED)
BLAME FOR TEEN VIOLENCE

Q.F11: Do you think each of the following deserves a lot of blame, some blame, or no blame for violence that happens against teens?

Response: A Lot Of Blame

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Drugs	61	57	62	54	62	65	60
Lack of parental involvement in teenagers's lives	53	52	53	55	52	48	54
Peer pressure	52	48	52	48	52	45	53
A lack of values	36	32	37	37	36	31	37
The criminal justice system	29	32	29	44	27	32	29
Not having enough money to live on	24	34	22	39	21	27	23
Young people's unhappiness about their futures	20	26	19	31	18	25	18
Boredom	15	23	14	26	14	18	15
The music young people listen to	17	16	17	22	16	19	16
Television	16	16	16	23	15	19	16

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Drugs	55	63	55	63	59
Lack of parental involvement in teenagers's lives	49	54	52	53	51
Peer pressure	50	52	47	54	51
A lack of values	39	36	33	37	33
The criminal justice system	40	27	42	25	29
Not having enough money to live on	33	21	32	20	25
Young people's unhappiness about their futures	43	13	24	18	19
Boredom	25	13	23	12	15
The music young people listen to	21	15	20	15	16
Television	20	16	20	15	15

Influence of Television on Violent Behavior

Teens are just as likely to think that television violence contributes to violent behavior among people their age as they are to think that it does not (38% vs. 40%). A relatively large proportion--21%--say they do not know if TV contributes to violent behavior among young people.

Parochial school students are more likely than public and private school students to agree that TV contributes to violence among young people their age (47% vs. 37% and 43%, respectively). Urban students are more likely than those from the suburbs or rural areas to feel this way (42% vs. 39% and 35%, respectively), as are girls compared to boys (41% vs. 37%). Asian students are more likely than white, African-American and Hispanic students to say TV contributes to violence among young people (44% vs. 38%, 39% and 35%, respectively). Similar proportions of urban students agree TV contributes to violence among young people, regardless of whether they are white, African-American or Hispanic (42%, 39% and 38%, respectively). Similarly, the proportions are generally consistent for at risk and not at risk teens.

TABLE 6-3
INFLUENCE OF TELEVISION ON TEEN VIOLENCE

Q.G3: Do you think TV contributes to violent behavior among people your age, or not?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2012 %	1529 %	183 %	300 %	1231 %	428 %	353 %
TV contributes to violence among people my age	38	37	43	47	42	35	39
It does not	40	42	37	32	39	42	40
Don't Know	21	21	20	21	19	23	22

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	878 %	1130 %	1214 %	296 %	271 %	102 %
TV contributes to violence among people my age	37	41	38	39	35	44
It does not	48	33	43	37	41	30
Don't Know	16	27	19	24	24	26

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	676 %	276 %	262 %	225 %	37 %	34 %	181 %	70 %	20 %
Yes, TV contributes to violence among people my age	42	35	38	39	47	35	38	29	53
No, it does not	40	44	44	40	40	29	42	44	22
Don't Know	18	21	19	21	13	36	20	27	25

(CONTINUED)

TABLE 6-3 (CONTINUED)
INFLUENCE OF TELEVISION ON TEEN VIOLENCE

Q.G3: Do you think TV contributes to violent behavior among people your age, or not?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2012 %	275 %	1737 %	283 %	1729 %	369 %	1643 %
Yes, TV contributes to violence among people my age	38	41	38	38	38	45	37
No, it does not	40	44	40	45	40	42	40
Don't Know	21	14	22	17	22	13	23

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	376 %	1636 %	493 %	1519 %	1529 %
Yes, TV contributes to violence among people my age	32	40	35	40	35
No, it does not	45	39	47	38	42
Don't Know	23	21	18	22	22

Accuracy of TV's Portrayal of Violence

Exactly the same proportions (29%) of young people believe that television accurately portrays the amount of violence there really is in society as say they do not know whether or not television accurately portrays the amount of violence there really is in society. By contrast, only one in five teens believe that television shows more (19%) or less (23%) violence than there really is.

Parochial school students are less likely than public or private school students to say the shows they see on TV do a good job portraying the amount of violence there really is in society (23% vs. 29% and 32%, respectively). Students in urban, suburban and rural areas are about equally as likely to say TV accurately portrays violence as they are to say they do not know (between one in three and one in four).

Boys are more likely than girls to say the shows they see do a good job of accurately showing the amount of violence there really is in society (31% vs. 27%) and that TV portrays more violence than there really is (23% vs. 14%). Girls are more inclined to say the shows they see portray less violence than there really is in society (28% vs. 17%). Asian students are less likely than white, African-American and Hispanic students to say the amount of violence on TV accurately portrays violence in society (16% vs. 31%, 26% and 33%, respectively). Also, Asian students are more likely to say they do not know whether or not TV does an accurate job of portraying violence (41% vs. 29%, 28% and 27%, respectively). African-American suburban students are about half as likely as white or Hispanic suburban students to say the shows they see on TV do a good job of showing the amount of violence there really is in society (15% vs. 33% and 29%, respectively).

Students who are at risk for apathetic (28% vs. 16%) and hostile (31% vs. 14%) behavior and attitudes are more inclined than those who are not at risk to say the TV shows they watch show more violence than there really is.

TABLE 6-4
PERCEPTIONS OF VIOLENCE ON TELEVISION SHOWS

G2: Which of these statements best describes the shows you watch on television?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2004 %	1526 %	181 %	297 %	1226 %Q.	426 %	352 %
The shows I see on TV do a good job of showing the amount of violence there really is in society	29	29	32	23	30	29	29
The shows I see show less violence than there really is	23	23	21	27	27	19	22
The shows I see show more violence than there really is	19	20	15	15	18	18	20
Don't Know	29	28	32	35	25	34	29

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	874 %	1126 %	1208 %	296 %	270 %	101 %
The shows I see on TV do a good job of showing the amount of violence there really is in society	31	27	31	26	33	16
The shows I see show less violence than there really is	17	28	22	26	18	25
The shows I see show more violence than there really is	23	14	18	20	21	18
Don't Know	28	30	29	28	27	41

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2004 %	674 %	274 %	260 %	225 %	37 %	34 %	179 %	70 %	21 %
The shows I see on TV do a good job of showing the amount of violence there really is in society	29	27	33	32	33	15	24	35	29	42
The shows I see show less violence than there really is	23	27	19	20	28	28	21	24	15	17
The shows I see show more violence than there really is	19	20	14	21	19	21	21	18	25	12
Don't Know	29	25	33	27	20	36	34	23	30	30

(CONTINUED)

TABLE 6-4 (CONTINUED)
PERCEPTIONS OF VIOLENCE ON TELEVISION

Q.G2: Which of these statements best describes the shows you watch on television?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2004 %	275 %	1729 %	281 %	1723 %	367 %	1637 %
The shows I see on TV do a good job of showing the amount of violence there really is in society	29	35	29	29	29	25	30
The shows I see show less violence than there really is	23	19	23	20	23	22	23
The shows I see show more violence than there really is	19	19	19	27	18	26	17
Don't Know	29	27	30	24	30	27	30

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	374 %	1630 %	492 %	1512 %	1524 %
The shows I see on TV do a good job of showing the amount of violence there really is in society	27	30	33	28	29
The shows I see show less violence than there really is	13	25	17	25	21
The shows I see show more violence than there really is	28	16	31	14	19
Don't Know	32	29	19	33	31

Influence of Peer Pressure of Various Activities

There is a strong consensus among teens that peer pressure deserves at least some blame for violence against teens, which is consistent with their opinions about the effects of peer pressure on their behavior. Sizable numbers of teens acknowledge that pressure from friends would have a major influence if a young person were considering the following actions:

- Drinking alcoholic beverages (42%);
- Using drugs like marijuana, cocaine or crack (38%);
- Becoming a member of a gang (37%);
- Holding drugs for someone (31%);
- Selling drugs (29%); or
- Carrying a gun outside the home (24%).

Only for "carrying a gun outside the home" or "selling drugs" are teens more likely than not to believe that peer pressure would have no influence rather than at least some influence on their participating in these activities.

TABLE 6-5
INFLUENCE OF PEER PRESSURE

Q.F10: Young people sometimes do things with their friends which they might never do alone. For the following things, do you think pressure from friends would have a major influence, minor influence or no influence?

	MAJOR INFLUENCE	MINOR INFLUENCE	NO INFLUENCE	DON'T KNOW
	%	%	%	%
Drinking alcoholic beverages	42	28	26	3
Using drugs like marijuana, cocaine or crack	38	19	37	5
Becoming a member of a gang	37	19	38	6
Holding drugs for someone	31	19	44	7
selling drugs	29	16	48	8
Carrying a gun outside of home	24	19	50	7

Majorities of public, private and parochial school students think pressure from friends would have a major or minor influence on them to drink alcoholic beverages, use drugs like marijuana, cocaine or crack, or become a member of a gang. The proportions who feel this way are similar in each of these three types of schools. While majorities of urban, suburban and rural students also say pressure from friends would influence them, rural students are less likely than urban and suburban students to say peer pressure would be a major or minor influence on them to use

drugs (55% vs. 59% and 58%, respectively), or to hold drugs for someone (47% vs. 51% and 51%, respectively).

Boys and girls are equally as likely to say peer pressure would have a major or minor influence on their doing any of the six above-mentioned behaviors. In general, Asian students are more likely than others to say peer pressure would influence them to do these things, particularly for carrying a gun outside of home and selling drugs (three in five Asian students compared to approximately two in five white, African-American and Hispanic students). The proportions of white, African-American and Hispanic students are generally consistent regardless of location of school.

Students in at risk neighborhoods are more likely than those who are not to say peer pressure would have an influence on their holding (60% vs. 48%) or selling (51% vs. 44%) drugs, or carrying a gun outside of home (52% vs. 42%).

TABLE 6-6
INFLUENCE OF PEER PRESSURE

Q.F10: Young people sometimes do things with their friends which they might never do alone. For the following things, do you think pressure from friends would have a major influence, minor influence or no influence?

Response: Major Or Minor Influence

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Drinking alcoholic beverages	70	70	76	71	69	73	70
Using drugs like marijuana, cocaine or crack	58	57	57	61	59	58	55
Becoming a member of a gang	56	56	57	54	57	53	59
Holding drugs for someone	50	50	47	53	51	51	47
Selling drugs	45	46	40	45	48	43	44
Carrying a gun outside of home	43	44	39	40	46	39	45

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%
Drinking alcoholic beverages	69	72	73	63	62	73
Using drugs like marijuana, cocaine or crack	57	58	58	47	58	66
Becoming a member of a gang	56	55	55	48	59	69
Holding drugs for someone	48	52	49	45	49	62
Selling drugs	44	46	44	45	43	61
Carrying a gun outside of home	42	44	42	40	40	63

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
Drinking alcoholic beverages	70	73	76	71	61	67	62	65	59	70
Using drugs like marijuana, cocaine or crack	58	62	59	55	51	46	41	63	52	69
Becoming a member of a gang	56	57	50	59	51	43	48	62	53	75
Holding drugs for someone	50	53	52	44	43	42	50	56	43	54
Selling drugs	45	47	44	41	46	29	52	49	34	62
Carrying a gun outside of home	43	44	40	43	45	28	41	52	28	59

(CONTINUED)

TABLE 6-6 (CONTINUED)
INFLUENCE OF PEER PRESSURE

Q.F10: Young people sometimes do things with their friends which they might never do alone. For the following things, do you think pressure from friends would have a major influence, minor influence or no influence?

Response: Major Or Minor Influence

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Drinking alcoholic beverages	70	71	70	64	71	68	71
Using drugs like marijuana, cocaine or crack	58	59	57	59	57	56	58
Being a member of a gang	56	57	56	59	55	54	56
Holding drugs for someone	50	50	50	60	48	46	50
Selling drugs	45	52	44	51	44	44	45
Carrying a gun outside of home	43	43	43	52	42	41	44

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Drinking alcoholic beverages	67	71	72	70	70
Using drugs like marijuana, cocaine or crack	60	57	60	57	57
Becoming a member of a gang	59	55	63	53	55
Holding drugs for someone	50	50	54	48	49
Selling drugs	47	44	45	45	45
Carrying a gun outside of home	43	43	47	42	42

CHAPTER 7:
THOUGHTS ABOUT PARENTS, VALUES AND THE FUTURE

Importance of Future Goals

Teenagers have hopes and dreams for their futures--college, career, and family are part of the life plan for a majority of young people. No less than nine in ten say that having career goals (96%), saving money for the future (98%), going to college (94%) and having a family (91%) are very or somewhat important goals.

TABLE 7-1
IMPORTANCE OF VARIOUS GOALS

Q.H2: Are the following goals very important to you, somewhat important or not important?

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DON'T KNOW
	%	%	%	%
Going to college	83	11	4	2
Having career goals	81	15	3	1
Saving money for the future	80	18	2	1
Having a family	75	16	6	3

Majorities of students in public, private and parochial schools say that going to college is a very important goal; still, private school (91%) students are more likely than parochial (89%) or public (81%) school students to feel this way. Similarly, majorities of students in urban, suburban and rural areas consider going to college a very important goal, although students in urban and suburban communities are more likely to feel this way than those in rural areas (85% and 86% vs. 77%, respectively). Girls, more likely than boys, consider this a very important goal (88% vs. 77%), and Asian students (94%) are more likely to feel that it is this way than white (82%), African-American (86%) or Hispanic (75%) students.

Similar proportions of students in urban schools consider going to college to be a very important goal, whether they are white, African-American or Hispanic (85%, 84% and 85%, respectively). However, the proportions of suburban students who consider it very important vary by race, with 89% of white suburban students and 91% of African-American suburban students saying that going to college is very important to them, and a smaller majority (66%) of Hispanic suburban students saying they feel this way. While smaller in proportion than those who are not at risk, majorities of at risk students do say going to college is a very important goal for them.

Similar proportions of public, private and parochial school students consider it very important to have career goals (80%, 84% and 91%, respectively). Like students' feelings about the importance of going to college, having career goals is more likely to be considered very important by students in urban and suburban schools compared to those in rural schools (85% and 84% vs. 75%, respectively), and by girls rather than boys (86% vs. 77%). Asian and African-American students are more inclined to feel having career goals is very important compared to white and Hispanic students (89% and 85% vs. 80% and 80%, respectively).

Similar proportions of students in urban schools consider it very important to have career goals, whether they are white, African-American or Hispanic (83%, 90% and 84%, respectively). However, like for those who consider going to college very important, the proportions of students in the suburbs vary by race; 85% of white suburban students and 94% of African-American suburban students say having career goals is very important to them, compared to a smaller majority of Hispanic suburban students (74%). Again, while smaller in proportion than those who are not at risk, majorities of at risk students say having career goals is very important to them.

Private school students are less likely than students in public or parochial schools to say saving money for the future is a very important goal (67% vs. 81% and 86%, respectively). Urban and suburban students are slightly more likely than rural students to consider it a very important goal. Also, girls are slightly more likely than boys to report that saving money for the future is a very important goal (82% vs. 78%). White students are less likely than African-American, Hispanic or Asian students to consider saving money for the future as a very important goal (78% vs. 83%, 80% and 84% respectively).

At least four in five white, African-American and Hispanic students in urban schools consider it a very important goal to save money for the future (80%, 83% and 83%). However, there are noteworthy differences among racial/ethnic groups in suburban schools: while 92% of African-American students say saving money for the future is very important to them, smaller majorities of white (79%) and Hispanic (75%) suburban students feel this way. Students who are in at risk neighborhoods are more likely to consider saving money for the future a very important goal than those who are not at risk (85% vs. 79%); those who are at risk for apathetic behavior are less likely to say this is very important (74% vs. 81%).

Approximately three in four students, regardless of whether they attend public, private or parochial schools (74%, 76% and 80%, respectively), or live in urban, suburban or rural communities (76%, 74% and 73%, respectively), say that having a family is a very important goal for them. Girls are somewhat more likely than boys to say this is a very important goal (76% vs. 73%). African-American students are less likely than white, Hispanic or Asian students to consider having a family to be a very important goal (69% vs. 77%, 73% and 81%, respectively).

In general, urban white and Hispanic students are more likely than their African-American peers to say that having a family is a very important goal for them; at a minimum, roughly two in three consider it to be very important. Students who are at risk for exhibiting either apathetic (65% vs. 77%) or hostile (69% vs. 77%) behaviors or attitudes are less inclined to consider having a family to be a very important goal.

TABLE 7-2
IMPORTANCE OF FUTURE GOALS

Q.H2: Are the following goals very important to you, somewhat important or not important?

Response: Very Important

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Going to college	83	81	91	89	85	86	77
Having career goals	81	80	84	91	85	84	75
Saving money for the future	80	81	67	86	81	80	77
Having a family	75	74	76	80	76	74	73

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%
Going to college	77	88	82	86	75	94
Having career goals	77	86	80	85	80	89
Saving money for the future	78	82	78	83	80	84
Having a family	73	76	77	69	73	81

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%
Going to college	85	89	74	84	91	85	85	66	83
Having career goals	83	85	73	90	94	72	84	74	92
Saving money for the future	80	79	76	83	92	78	83	75	92
Having a family	81	75	76	65	71	73	75	70	76

(CONTINUED)

TABLE 7-2 (CONTINUED)
IMPORTANCE OF FUTURE GOALS

Q.H2: Are the following goals very important to you, somewhat important or not important?

Response: Very Important

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Going to College	83	75	84	75	84	82	83
Having Career Goals	81	73	82	76	82	77	82
Saving Money for the Future	80	80	80	85	79	80	79
Having a Family	75	69	75	71	75	74	75

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Going to College	64	88	73	86	80
Having Career Goals	68	85	72	85	79
Saving Money for the Future	74	81	78	80	80
Having a Family	65	77	69	77	73

Feelings About Confidence, Trust, Respect, and Hopelessness

When asked about their feelings over the past year regarding confidence, respect and trust, majorities of students say they often or sometimes felt:

- Confident about future career goals (46% often, 35% sometimes);
- That other people their age respect them (29% often, 45% sometimes);
- That adults look down on people their age (22% often, 45% sometimes); or
- That they could not trust anyone (14% often, 47% sometimes).

While a majority (51%) of students say they hardly ever felt hopeless about the future, there are many who say they often (11%) or sometimes (34%) felt hopeless about the future during the past year.

TABLE 7-3
FEELINGS ABOUT CONFIDENCE, TRUST, RESPECT, AND HOPELESSNESS

Q.H1: During the past year, how often have you felt the following–would you say often, sometimes, or hardly ever?

	OFTEN	SOMETIMES	HARDLY EVER	DON'T KNOW
	%	%	%	%
Confident about your future career goals	46	35	14	5
That other people your age respect you	29	46	19	6
That adults look down on people your age	22	43	28	8
That you could not trust anyone	14	47	34	5
Hopeless about the future	11	34	51	4

There are differences among public, private and parochial school students who say that during the past year they have often felt confident about their future career goals. Over half (53%) of private school students say they have often felt confident compared to 46% of public and 42% of parochial school students. Similarly, urban students are somewhat more likely than suburban or rural students to have felt confident about their future career goals during the past year (51% vs. 45% and 44%, respectively).

Girls are more likely than boys to say that during the past year they have often felt confident about their future career goals (49% vs. 45%). Six in ten African-American students say they have often felt confident about their future career goals during the past year, compared to approximately four in ten white, Hispanic, and Asian students.

White, African-American and Hispanic students--in urban and suburban schools-- are about equally as likely to say they feel confident about their future career goals; roughly four in five agree that during the past year they often or sometimes felt this way. Those students who are at risk in their home life (74% vs. 82%), or in their neighborhoods (75% vs. 82%), or who exhibit apathetic (69% vs. 85%) or hostile (78% vs. 82%) behavior are less inclined to say they have often or sometimes felt confident about their future career goals during the past year.

Private and parochial school students are slightly more likely than public school students to say that during the past year they have often felt that other people their age had respect for them (38% and 34% vs. 28%, respectively). One in three urban and suburban students say they often felt like other people their age respected them, compared to one in four students who go to school in rural communities.

Boys are more likely than girls to say they have often felt respect from other people their age (33% vs. 25%). Hispanic students are more likely to say they often felt that other people their age respected them during the past year compared to white, African-American or Asian students (35% vs. 29%, 30% and 28%, respectively).

Regardless of the location of their school, roughly three in four white students say that during the past year, they have often or sometimes felt respected by other people their age (77% urban, 77% suburban and 72% rural). In contrast, location does play a role among African-American and Hispanic students on this issue. For example, approximately three in four urban (77%) and rural (77%) African-American students say they have felt that other people their age respect them during the past year, compared to 59% of suburban African-Americans. On the other hand, the proportion of urban and suburban Hispanic students who have felt this way is larger than the proportion in rural schools (78% and 77% vs. 67%, respectively).

Students who are at risk in their home life (68% vs. 76%) or at risk for apathetic behavior or attitudes (67% vs. 78%) are less likely than those who are not at risk to say that other people their age respect them.

> *Observation:*
> *In contrast, students who are at risk for exhibiting hostile behavior or attitudes are more likely than those who are not to say that other people their age respect them (80% vs. 74%). It is possible that these young people--who are defined as having carried a weapon, gotten someone to protect them, been in or started a physical fight, would jump into a fight they witnessed or who have negative opinions of the police--are confusing fear with respect.*

Generally, the differences between and among sub-groups of students regarding their feelings about adults looking down on them during the past year are minimal. While no more than one in four students say they have often felt this way, public and private school students are more

likely to say so than parochial school students (21% and 26% vs. 18%, respectively). The differences in the proportions of boys and girls and students of different racial or ethnic backgrounds are minimal.

Private school students are less likely than public or parochial school students to say that during the past year they often felt that they could not trust anyone (12% vs. 15% and 14%, respectively). Similarly, suburban students are slightly less likely than urban or rural students to have felt this way (12% vs. 15% and 16%). Girls are more likely than boys to say they have <u>often</u> felt this way during the past year (18% vs. 11%). African-American students are more likely to say they have often felt they could not trust anyone during the past year, compared to white, Hispanic and Asian students (22% vs. 13%, 14% and 15%, respectively).

Majorities of students say they have often or sometimes during the past year felt that they could not trust anyone. Hispanic urban students are more likely than their white or African-American peers to say they have often or sometimes felt that they could not trust anyone during the past year (72% vs. 57% and 64%, respectively). Both Hispanic and African-American suburban youths are more likely than white suburban students to have felt this way (67% and 64% vs. 56%, respectively).

Students in at risk neighborhoods (75% vs. 60%), at risk economic status (69% vs. 60%) or at risk for hostile behavior or attitudes (69% vs. 59%) are more inclined than those who are not at risk to say they have at least sometimes felt they could not trust anyone during the past year. Those who are at risk in their home lives (67% vs. 61%) or at risk for apathetic behavior or attitudes (65% vs. 61%), are slightly more likely as those who are not at risk to feel this way.

Whether they attend public, private or parochial schools, students are equally as likely to say they often (approximately one in ten) felt hopeless about the future during the past year. Similar proportions of students in urban, suburban and rural communities often felt this way, as did girls and boys, and there are minimal disparities among white, African-American, Hispanic or Asian students who often felt hopeless about the future during the past year (approximately one in ten did).

Hispanic and white urban teenagers are more inclined than African-American urban teenagers to say they often or sometimes felt hopeless about the future during the past year (50% and 47% vs. 40%, respectively). Those who are at risk in their home lives (62% vs. 42%), neighborhoods (59% vs. 42%), or at risk for apathetic (57% vs. 41%) or hostile (57% vs. 40%) behavior are considerably more likely than those who are not at risk to have felt hopeless about the future at least sometime in the past year.

TABLE 7-4
FEELINGS ABOUT CONFIDENCE, TRUST, RESPECT, AND HOPELESSNESS

Q.H1: During the past year, how often have you felt the following–would you say often, sometimes, or hardly ever?

Response: Often

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
Confident about your future career goals	46	46	53	42	51	45	44
That other people your age respect you	29	28	38	34	32	32	24
That adults look down on people your age	22	21	26	18	23	20	22
That you could not trust anyone	14	15	12	14	15	12	16
Hopeless about the future	11	11	10	11	10	12	10

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%
Confident about your future career goals	45	49	44	62	46	36
That other people your age respect you	33	25	29	30	35	28
That adults look down on people your age	23	20	21	23	21	22
That you could not trust anyone	11	18	13	22	14	15
Hopeless about the future	10	11	10	9	13	15

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
Confident about your future career goals	81	84	79	81	87	85	75	84	75	60
That other people your age respect you	75	77	77	72	77	59	77	78	77	67
That adults look down on people your age	64	65	66	66	58	71	54	63	53	64
That you could not trust anyone	62	57	56	64	64	64	74	72	67	75
Hopeless about the future	44	47	37	42	40	38	53	50	52	36

(CONTINUED)

TABLE 7-4 (CONTINUED)

FEELINGS ABOUT CONFIDENCE, TRUST, RESPECT, AND HOPELESSNESS

Q.H1: During the past year, how often have you felt the following–would you say often, sometimes, or hardly ever?

Response: Often Or Sometimes

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
Confident about your future career goals	81	74	82	75	82	83	81
That other people your age respect you	75	68	76	75	75	75	75
That adults look down on people your age	64	66	64	78	62	63	64
That you could not trust anyone	62	67	61	75	60	69	60
Hopeless about the future	44	62	42	59	42	50	43

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
Confident about your future career goals	69	85	78	82	80
That other people your age respect you	67	78	80	74	74
That adults look down on people your age	63	65	78	59	63
That you could not trust anyone	65	61	69	59	61
Hopeless about the future	57	41	57	40	44

Teens' Feelings About Their Parents

Young people have positive attitudes towards their parents and family life. Majorities of young people say it is most often true that they admire their parents and that they like to bring friends home to meet them (81% and 63%). A smaller majority says it is most often true that they wish their parents made more money (58%). Only one in five young people say it is most often true that they wish their parents didn't fight so much (21%).

TABLE 7-5
FEELINGS ABOUT PARENTS

Q.B9: Now think about your feelings about your parents. For you, are these statements most often true or most often false?

	MOST OFTEN TRUE	MOST OFTEN FALSE	DON'T KNOW
	%	%	%
I admire my parents	81	11	9
I like to bring my friends home to meet my parents	63	26	11
I wish my parents made more money	58	33	8
I wish my parents didn't fight so much	21	72	8

No less than four in five students in public, private and parochial schools say that it is most often true that they admire their parents (80%, 85%, and 85%, respectively), and no less than three in five say they like to bring friends home to meet their parents (64%, 60% and 63%, respectively). These proportions are similar for students regardless of the type of community in which they go to school--urban, suburban or rural.

While similar proportions of girls and boys say it is most often true that they admire their parents (82% and 79%), girls are considerably more likely to say it is most often true that they like to bring friends home to meet their parents (72% vs. 55%). Regardless of race or ethnicity, approximately four in five students say it is most often true that they admire their parents, but Asian students are less likely than others to say it is most often true that they like to bring friends home to meet their parents (54% Asian compared to 63% white, 70% African-American and 67% Hispanic).

Approximately four in five white, African-American and Hispanic students in both urban and rural schools say it is most often true that they admire their parents (the proportions are somewhat smaller for minority suburban students), and no less than three in five say they like to

bring friends home to meet their parents. Students who are at risk--in their homes and neighborhoods, and for apathetic and hostile behaviors--are considerably less likely than those who are not at risk to say they admire their parents, and the proportions are even smaller for those who say they like to bring friends home to meet their parents.

Private school students are less likely than those in public or parochial schools to say it is most often true that they wish their parents made more money (42% vs. 61% and 57%, respectively). Private school students also are less likely to say they wish their parents didn't fight so much (17% vs. 21% and 26%, respectively). Fully three in five students in suburban (60%) and rural (60%) areas say it is most often true that they wish their parents made more money, compared to 55% of students in urban communities. Suburban students (24%) are more inclined to say it is most often true that they wish their parents didn't fight so much, compared to urban (20%) and rural (18%) students.

Similar proportions of girls and boys say it is true that they wish their parents made more money (60% and 57%). However, girls are more likely than boys to say it is most often true that they wish their parents didn't fight so much (24% vs. 18%). African-American and Hispanic students are more likely to say it is true that they wish their parents earned more money, compared to white and Asian students (64% and 59% vs. 57% and 49%). Asian and Hispanic students are more likely than white and African-American students to say it is most often true that they wish their parents didn't fight so much (27% and 26% vs. 20% and 18%).

Regardless of geographic location, similar proportions (approximately three in five) of white, African-American and Hispanic students say it is most often true that they wish their parents made more money. Only about one in five say it is most often true that they wish their parents didn't fight so much; this proportion is considerably larger for suburban African-American students (37%). Similarly, larger proportions of at risk students feel they wish their parents made more money and didn't fight so much than those who are not at risk.

TABLE 7-6
FEELINGS ABOUT PARENTS

Q.B9: Now think about your feelings about your parents. For you, are these statements most often true or most often false?

Response: Most Often True

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
I admire my parents	81	80	85	85	83	79	79
I like to bring my friends home to meet my parents	63	64	60	63	62	65	63
I wish my parents made more money	58	61	42	57	55	60	60
I wish my parents didn't fight so much	21	21	17	26	20	24	18

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
I admire my parents	82	79	81	83	76	84
I like to bring my friends home to meet my parents	55	72	63	70	67	54
I wish my parents made more money	60	57	57	64	59	49
I wish my parents didn't fight so much	18	24	20	18	26	27

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%
I admire my parents	82	83	78	88	72	84	82	68	90
I like to bring my friends home to meet my parents	60	65	62	68	71	73	67	66	72
I wish my parents made more money	51	60	59	62	59	71	62	58	52
I wish my parents didn't fight so much	20	20	19	18	37	8	20	29	27

(CONTINUED)

TABLE 7-6 (CONTINUED)
FEELINGS ABOUT PARENTS

Q.B9: Now think about your feelings about your parents. For you, are these statements most often true or most often false?

Response: Most Often True

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
I admire my parents	81	66	82	76	81	80	81
I like to bring my friends home to meet my parents	63	57	64	61	64	66	63
I wish my parents made more money	58	79	56	71	57	72	55
I wish my parents didn't fight so much	21	58	16	31	19	20	21

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
I admire my parents	67	84	71	84	80
I like to bring my friends home to meet my parents	46	68	54	67	62
I wish my parents made more money	67	56	64	56	61
I wish my parents didn't fight so much	22	20	26	19	20

Teens' Perceptions About How Their Parents View Them

It is evident that a majority of young people have positive attitudes about family life. They indicate that their parents take an interest in their school work (97% say it is most often true that their parents expect them to work hard and do well in school), in their futures (89% say it is most often true that their parents have high hopes for their futures), and that they are trusted by parents to make decisions by themselves (79% say it is most often false that their parents do not trust them to make decisions by themselves). Most indicate that getting "hit" in anger by their parents is not a common occurrence (92% say it is most often false that when they do something that makes their parents angry they get hit).

TABLE 7-7
TEENS' PERCEPTIONS ABOUT HOW THEIR PARENTS VIEW THEM

Q.B8: Think about your family life. For you, are these statements most often true or most often false?

	MOST OFTEN TRUE	MOST OFTEN FALSE	DON'T KNOW
	%	%	%
My parents (or guardians) expect me to work hard and do well in school	97	2	1
My parents (or guardians) have high hopes for my future	89	3	8
My parents (or guardians) do not trust me to make decisions by myself	13	79	7
When I do something that makes my parents (or guardians) angry, I get hit	6	92	2

Whether they attend public, private or parochial schools, overwhelming majorities of students say it is most often true that their parents expect them to work hard and do well in school (97%, 98% and 98%, respectively). However, while still representing large proportions, relatively fewer public and parochial school students than private school students say it is most often true that their parents have high hopes for their future (88% and 89% vs. 95%). Equally as large proportions of urban, suburban and rural students say both these statements are almost always true for them.

While there is no difference between the proportions of boys and girls who feel their parents expect them to work hard and do well in school (97% vs. 97%), boys are slightly less likely to say that it is most often true that their parents have high hopes for their future (87% vs. 91%). Similarly, while there are minimal differences by race or ethnicity for those who say it is most

often true that their parents expect them to work hard and do well in school, Hispanic students are less likely than other students to feel their parents have high hopes for their future. Students respond similarly to these statements even when considering race by different locations.

While the proportions are somewhat larger for those who are not at risk, large majorities of students who are at risk say that these positive statements about their parents are most often true. For example, majorities say their parents expect them to work hard and do well in school, whether or not they are at risk for these environmental factors--at risk home life (93% vs. 98%), at risk neighborhood (90% vs. 98%), at risk for apathetic behavior (94% vs. 98%) and hostile behavior (94% vs. 98%). Similarly, these students recognize their parents have high hopes for their future--at risk home life (81% vs. 90%), at risk neighborhood (81% vs. 90%), at risk for apathetic behavior (82% vs. 90%) and at risk for hostile behavior (81% vs. 92%).

Students in public, private and parochial schools are equally as likely to say it is most often false that when they do something that makes their parents angry, they get hit (92%, 95% and 90%, respectively) or that their parents do not trust them to make decisions by themselves (80%, 79% and 79%, respectively). Similar proportions of urban, suburban and rural students, and boys compared to girls, agree that these statements are most often false. However, white students are more likely than African-American, Hispanic or Asian students to say that it is most often false that when they do something that makes their parents angry, they get hit (94% vs. 89%, 91% and 84%, respectively) or that their parents do not trust them to make decisions by themselves (83% vs. 74%, 68% and 72%, respectively).

There are only minimal differences by race for students in suburban schools; more than nine in ten say it is most often false that they get hit when they make their parents angry. However, white suburban students are considerably more likely than African-American or Hispanic suburban students to say it is most often false that their parents do not trust them to make decisions by themselves (86% vs. 70% and 61%, respectively). In general, those students who are at risk for various environmental factors are less likely than those who are not to say that these "negative" statements about their parents are most often false.

TABLE 7-8
TEENS' PERCEPTIONS OF HOW PARENTS TREAT THEM

Q.B8: Think about your family life. For you, are these statements most often true or most often false?

Response: Most Often True

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
My parents (or guardians) expect me to work hard and do well in school	97	97	99	98	97	98	97
My parents (or guardians) have high hopes for my future	89	88	95	89	92	88	86
My parents (or guardians) do not trust me to make decisions by myself	13	13	11	14	12	14	14
When I do something that makes my parents (or guardians) angry, I get hit	6	6	4	6	6	6	5

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%
My parents (or guardians) expect me to work hard and do well in school	97	97	98	98	94	97
My parents (or guardians) have high hopes for my future	87	91	88	91	84	91
My parents (or guardians) do not trust me to make decisions by myself	12	14	11	15	25	11
When I do something that makes my parents (or guardians) angry, I get hit	6	5	5	6	9	7

TABLE 7-8 (CONTINUED)
TEENS' PERCEPTIONS OF HOW PARENTS TREAT THEM

Q.B8: Think about your family life. For you, are these statements most often true or most often false?

Response: Most Often True

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
My parents (or guardians) expect me to work hard and do well in school	97	97	99	97	98	98	97	96	93	93
My parents (or guardians) have high hopes for my future	89	90	90	85	94	86	88	90	79	84
My parents (or guardians) do not trust me to make decisions by myself	13	11	9	12	11	13	23	14	34	16
When I do something that makes my parents (or guardians) angry, I get hit	6	4	6	4	8	3	3	9	9	6

(CONTINUED)

TABLE 7-8 (CONTINUED)
TEENS' PERCEPTIONS OF HOW PARENTS TREAT THEM

Q.B8: Think about your family life. For you, are these statements most often true or most often false?

Response: Most Often True

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
My parents (or guardians) expect me to work hard and do well in school	97	93	98	90	98	98	97
My parents (or guardians) have high hope for my future	89	81	90	81	90	89	89
My parents (or guardians) do not trust me to make decisions by myself	13	24	12	22	12	15	13
When I do something that makes my parents (or guardians) angry, I get hit	6	26	3	14	4	5	6

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
My parents (or guardians) expect me to work hard and do well in school	94	98	94	98	97
My parents (or guardians) have high hopes for my future	82	90	81	92	87
My parents (or guardians) do not trust me to make decisions by myself	21	11	21	10	14
When I do something that makes my parents (or guardians) angry, I get hit	9	5	9	4	5

(CONTINUED)

TABLE 7-8 (CONTINUED)
TEENS' PERCEPTIONS OF HOW PARENTS TREAT THEM

Q.B8: Think about your family life. For you, are these statements most often true or most often false?

Response: Most Often False

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
	%	%	%	%	%	%	%
My parents (or guardians) expect me to work hard and do well in school	2	2	-	1	1	1	3
My parents (or guardians) have high hopes for my future	3	4	*	4	2	3	5
My parents (or guardians) do not trust me to make decisions by myself	79	80	79	79	80	79	80
When I do something that makes my parents (or guardians) angry, I get hit	92	92	95	90	93	92	91

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
	%	%	%	%	%	%
My parents (or guardians) expect me to work hard and do well in school	2	2	2	1	3	-
My parents (or guardians) have high hopes for my future	4	3	3	3	8	-
My parents (or guardians) do not trust me to make decisions by myself	81	78	83	74	68	72
When I do something that makes my parents (or guardians) angry, I get hit	92	93	94	89	91	84

(CONTINUED)

TABLE 7-8 (CONTINUED)
TEENS' PERCEPTIONS OF HOW PARENTS TREAT THEM

Q.B8: Think about your family life. For you, are these statements most often true or most often false?

Response: Most Often False

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	%	%	%	%	%	%	%	%	%	%
When I do something that makes my parents (or guardians) angry, I get hit	92	95	93	94	89	97	84	91	91	91
My parents (or guardians) do not trust me to make decisions by myself	79	82	86	82	80	70	69	76	61	76
My parents (or guardians) have high hopes for my future	3	2	2	5	2	3	2	2	12	11
My parents (or guardians) expect me to work hard and do well in school	2	1	1	3	1	2	2	1	4	7

(CONTINUED)

TABLE 7-8 (CONTINUED)
TEENS' PERCEPTIONS OF HOW PARENTS TREAT THEM

Q.B8: Think about your family life. For you, are these statements most often true or most often false?

Response: Most Often False

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
	%	%	%	%	%	%	%
When I do something that makes my parents (or guardians) angry, I get hit	92	72	95	83	94	93	92
My parents (or guardians) expect me to work hard and do well in school	79	4	1	8	1	1	2
My parents (or guardians) have high hope for my future	3	8	3	11	2	5	3
My parents (or guardians) do not trust me to make decisions by myself	2	69	81	66	81	77	80

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
	%	%	%	%	%
When I do something that makes my parents (or guardians) angry, I get hit	85	94	89	93	92
My parents (or guardians) expect me to work hard and do well in school	3	1	4	1	2
My parents (or guardians) have high hopes for my future	7	2	8	2	4
My parents (or guardians) do not trust me to make decisions by myself	72	81	73	82	79

People Teens Turn To For Advice

When they don't know what the right thing to do is, most students say they would either turn to their friends (73%) or their mothers or fathers (68%) for advice. One in three say they would turn to older sisters and brothers (34%), and approximately one in four say they would turn to grandparents or other relatives (23%). Young people also say they would turn to teachers or coaches (14%), religious leaders (7%), adult leaders of youth groups (6%), or to the police (2%) if they didn't know the right thing to do and needed advice.

For all sub-groups under analysis, including type and location of school, gender, and race or ethnicity, in all but three instances the response most often given by teenagers is that they would turn to their friends for advice if they didn't know the right thing to do. Boys, however, would be slightly more likely to turn to their parents (70% vs. 64%), African-Americans name parents more often than friends (66% vs. 62%), as do Asian students (70% vs. 69%).

Girls are considerably more likely than boys to say they would turn to their friends (82% vs. 64%). African-American youths are less likely than white, Hispanic or Asian young people to turn to their friends (62% vs. 76%, 71% and 69%, respectively), but are considerably more likely to say they would turn to their grandparents or other relatives for advice (33 vs. 20%, 24% and 18%, respectively). This is generally true regardless of urbanicity.

Students who are at risk in their home life, neighborhoods, and economic status and for apathetic or hostile behavior are all less likely than those who are not at risk to say they go to their mother or father for advice when they don't know what the right thing to do is. They also are less likely than those who are not at risk to say they go to their friends. However, while the proportions are smaller than those for students overall, at risk students more often say they go to their friends than to their parents for advice.

TABLE 7-9
SEEKING ADVICE FROM PEOPLE

Q.C1: When you don't know what the right thing to do is, who do you turn to for advice?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2018	1534	184	300	1235	429	354
	%	%	%	%	%	%	%
Friends	73	72	78	73	72	76	71
My mother or father	68	67	72	72	67	69	68
Older sister or brother	34	35	29	36	34	36	33
My grandparent/s or other relatives	23	24	12	25	29	20	22
Teacher/s or coach/es	14	15	8	15	16	13	13
Minister, priest, rabbi or other religious leader	7	7	4	11	7	5	8
Adult leader of a youth group	6	6	8	6	7	6	6
The police	2	2	4	5	3	3	2
Someone else	6	6	11	5	7	6	6
Don't Know	2	2	2	*	1	2	1

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
Base	2018	876	1138	1216	296	274	102
	%	%	%	%	%	%	%
Friends	73	64	82	76	62	71	69
My mother or father	68	70	66	70	66	64	70
Older sister or brother	34	31	38	35	35	27	43
My grandparent/s or other relatives	23	21	26	20	31	24	18
Teacher/s or coach/es	14	14	13	14	12	14	14
Minister, priest, rabbi or other religious leader	7	6	7	7	7	6	7
Adult leader of a youth group	6	4	8	7	4	5	5
The police	2	3	1	2	1	2	5
Someone else	6	5	8	5	8	9	6
Don't Know	2	3	1	2	1	3	3

(CONTINUED)

TABLE 7-9 (CONTINUED)
SEEKING ADVICE FROM PEOPLE

Q.C1: When you don't know what the right thing to do is, who do you turn to for advice?

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2018	678	277	261	224	37	35	183	70	21
	%	%	%	%	%	%	%	%	%	%
My Mother or Father	68	67	72	69	67	57	70	68	59	73
Older Sister or Brother	34	34	39	32	35	41	31	27	23	43
Teacher/s or Coach/es	14	17	12	13	18	15	4	15	12	22
Friends	73	77	79	74	57	72	62	75	67	79
My Grandparent/s or Other Relatives	23	26	19	17	33	29	30	27	17	45
Adult Leader of a Youth Group	6	8	6	7	4	6	3	7	2	14
Minister, Priest, Rabbi or Other Religious Leader	7	6	5	8	10	8	2	4	4	19
The Police	2	4	2	2	1	3	-	*	3	-
Someone Else	6	5	5	6	6	20	2	12	8	7
Don't Know	2	1	2	2	1	-	-	1	5	-

(CONTINUED)

TABLE 7-9 (CONTINUED)
SEEKING ADVICE FROM PEOPLE

Q.C1: When you don't know what the right thing to do is, who do you turn to for advice?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2018	279	1739	284	1734	370	1648
	%	%	%	%	%	%	%
My Mother or Father	68	55	70	54	70	66	69
Older Sister or Brother	34	31	35	28	35	28	36
Teacher/s or Coach/es	14	16	14	13	14	14	14
Friends	73	63	74	64	74	70	74
My Grandparent/s or Other Relatives	23	32	22	23	23	31	21
Adult Leader of a Youth Group	6	4	6	4	6	6	6
Minister, Priest, Rabbi or Other Religious Leader	7	5	7	8	6	7	7
The Police	2	2	2	5	2	2	2
Someone Else	6	9	6	7	6	6	7
Don't Know	2	1	2	2	2	1	2

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	378	1640	491	1527	1535
	%	%	%	%	%
My Mother or Father	56	71	53	74	67
Older Sister or Brother	28	36	30	36	33
Teacher/s or Coach/es	8	15	11	15	12
Friends	65	75	71	74	73
My Grandparent/s or Other Relatives	16	25	22	24	22
Adult Leader of a Youth Group	1	7	4	7	5
Minister, Priest, Rabbi or Other Religious Leader	5	7	6	7	5
The Police	2	2	2	2	2
Someone Else	5	7	8	6	5
Don't Know	6	1	3	1	2

Where Teens Think Children Learn Values

When asked where they think children mostly learn their values--from their parents, friends or from someone else--three in four young people say children learn mostly from their parents. Private and parochial school students are more likely than public school students to believe this (76% and 79% vs. 72%, respectively). Urban and suburban students also are more likely to believe this, than those in rural areas (74% and 74% vs. 70%, respectively), as are girls compared to boys (75% vs. 71%). These proportions are similar when analyzing race or ethnicity by location of school.

Students who are at risk in their economic status are just as likely as those who are not to say children mostly learn their values from their parents (72% vs. 73%, respectively). However, there are differences among students in other at risk categories. For example, two in three students in at risk homes or neighborhoods or who are at risk for exhibiting either apathetic or hostile behavior think that children mostly learn their values from their parents compared to three in four who are not at risk.

TABLE 7-10
SOURCE OF VALUES FOR TEENS

Q.C2: Where do you think children mostly learn their values–from their parents, their friends, or from someone else?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2017	1535	183	299	1233	430	354
	%	%	%	%	%	%	%
From their parents	73	72	76	79	74	74	70
From their friends	14	14	15	10	13	14	15
From their parents and their friends (Volunteered)	3	2	5	1	3	2	3
From someone else	3	3	1	3	2	2	4
Don't Know	8	8	3	6	8	7	8

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	877	1136	1215	297	273	102
	%	%	%	%	%	%
From their parents	71	75	74	76	67	75
from their friends	16	12	15	10	16	13
From their parents and their friends (Volunteered)	3	2	2	3	5	2
From someone else	3	2	3	3	2	1
Don't Know	7	9	6	8	11	9

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	2017	677	277	261	225	37	35	181	71	21
	%	%	%	%	%	%	%	%	%	%
From their parents	73	76	76	70	74	83	75	71	63	74
From their friends	14	14	13	17	12	7	8	10	21	8
From their parents and their friends (vol.)	3	2	2	3	6	-	2	5	5	7
From someone else	3	1	3	4	4	3	2	3	-	3
Don't Know	8	7	6	6	5	7	13	11	12	9

(CONTINUED)

TABLE 7-10 (CONTINUED)
SOURCE OF VALUES FOR TEENS

Q.C2: Where do you think children mostly learn their values–from their parents, their friends, or from someone else?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2017	279	1738	285	1732	371	1646
	%	%	%	%	%	%	%
From Their Parents	73	68	73	63	74	72	73
From Their Friends	14	16	14	20	13	12	15
From Their Parents and Their Friends (Vol.)	3	3	3	3	3	2	3
From Someone Else	3	6	2	7	2	3	3
Don't Know	8	7	8	7	8	10	7

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	378	1639	492	1525	1535
	%	%	%	%	%
From Their Parents	62	76	62	77	71
From Their Friends	20	13	22	11	14
From Their Parents and Their Friends (Vol.)	2	3	3	3	3
From Someone Else	5	2	5	2	3
Don't Know	11	7	7	8	9

Faith in God and Religion

A majority of young people say they have faith in God or that they are religious (84%), and of these people, three in four (76%) say their faith in God or religion helps them when they are in trouble or have tough decisions to make. Whether they attend public, private or parochial schools, majorities of students say they have faith in God or religion (82%, 87% and 92%, respectively) and that their faith helps them in times of trouble (76%, 80% and 76%). Having faith or not does vary by location--urban and rural students are more likely to say they have faith than those in suburban areas (85% and 87% vs. 79%)--and this is consistent regarding whether or not their faith helps in times of trouble (79% and 79% vs. 71%, respectively).

Girls are more likely than boys to say they have faith (88% vs. 80%), and that faith helps them when they are in trouble or have tough decisions to make (80% vs. 73%). Asian students are less likely to say they have faith than white, African-American or Hispanic students (72% vs. 83%, 91% and 84%, respectively), but for those Asian teens who do have faith, they are about equally as likely as white and Hispanic students to say it helps (75% vs. 74% and 78%, respectively). African-American teens are considerably more likely than others to say their faith helps them when they are in trouble or have difficult decisions to make (87%). This is true for African-American students whether they are in urban or suburban schools.

Students at risk in their home life (82% vs. 84%), neighborhoods (82% vs. 84%), or economic status (83% vs. 84%) are just as likely to say they have faith in God or religion as those who are not at risk for these things. Nevertheless, while the proportions are as large as two in three, there are differences among students who are at risk for apathetic (67% vs 88%) or hostile (80% vs. 85% behavior. In general, at least seven out of ten students feel their faith helps them in times of trouble or when they have tough decisions to make; this is true for students among all the at risk categories.

TABLE 7-11
FAITH IN GOD AND RELIGION

Q.C3: Do you have faith in God or are you religious, or not?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2018	1534	184	300	1235	430	353
	%	%	%	%	%	%	%
Yes, have faith/am religious	84	82	87	92	85	79	87
No, do not	7	7	6	4	6	8	5
Don't Know	10	11	7	4	9	13	8

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	877	1137	1217	297	274	101
	%	%	%	%	%	%
Yes, have faith/am religious	80	88	83	91	84	72
No, do not	8	5	8	2	3	13
Don't Know	12	8	10	7	13	15

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	679	277	261	225	37	35	182	71	21
	%	%	%	%	%	%	%	%	%
Yes, Have Faith/Am Religious	85	77	86	92	85	93	88	81	89
No, Do Not	6	11	6	1	3	3	4	3	3
Don't Know	9	12	8	7	12	4	80	17	9

(CONTINUED)

TABLE 7-11 (CONTINUED)
FAITH IN GOD AND RELIGION

Q.C3: Do you have faith in God or are you religious, or not?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2018 %	278 %	1740 %	285 %	1733 %	371 %	1647 %
Yes, Have Faith/Am Religious	84	82	84	82	84	83	84
No, Do Not	7	6	7	7	6	6	7
Don't Know	10	11	10	10	10	11	10

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	380 %	1638 %	491 %	1527 %	1537 %
Yes, Have Faith/Am Religious	67	88	80	85	81
No, Do Not	18	4	8	6	8
Don't Know	15	9	12	9	12

TABLE 7-12
INFLUENCE OF FAITH IN TOUGH DECISIONS OR TROUBLES

Q.C4: When you are in trouble or have tough decisions to make, does your faith in God or religion help you, or not?

Base: Have Faith Or Religion

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	1702	1272	162	268	1048	347	307
	%	%	%	%	%	%	%
Faith helps	76	76	80	76	79	71	79
It does not	7	8	7	5	8	6	8
I do not have that kind of faith	3	3	4	2	3	5	2
Don't Know	13	13	8	18	10	18	11

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	706	992	1017	265	239	73
	%	%	%	%	%	%
Faith helps	73	80	74	87	78	75
It does not	10	5	9	3	7	7
I do not have that kind of faith	3	3	3	2	5	3
Don't Know	14	12	14	8	10	15

(CONTINUED)

TABLE 7-12 (CONTINUED)
INFLUENCE OF FAITH WHEN MAKING TOUGH DECISIONS

Q.C4: When you are in trouble or have tough decisions to make, does your faith in God or religion help you, or not?

Base: Have Faith Or Religion

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
	1702	571	218	228	203	31	31	161	59	19
	%	%	%	%	%	%	%	%	%	%
Yes, Faith Helps	76	74	70	78	91	82	85	82	72	90
No, It Does Not	7	11	7	9	5	3	2	4	9	4
I Do Not Have That Kind of Faith	3	3	5	2	*	4	2	2	8	-
Don't Know	13	12	19	11	4	11	12	11	10	6

	ENVIRONMENTAL RISK FACTORS					
	HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	230	1472	228	1474	311	1391
	%	%	%	%	%	%
Yes, Faith Helps	70	77	77	76	77	76
No, It Does Not	7	8	12	7	4	8
I Do Not Have That Kind of Faith	4	3	2	3	4	3
Don't Know	20	12	9	13	14	13

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	259	1443	392	1310	1252
	%	%	%	%	%
Yes, Faith Helps	70	78	74	77	73
No, It Does Not	10	7	9	7	9
I Do Not Have That Kind of Faith	5	3	3	3	4
Don't Know	15	12	13	13	15

CHAPTER 8:
FAMILY PROFILE

The People Teens Live With Most of the Time

Although three in five (63%) teens live with two parents, one in five (19%) live only with their mother. Large proportions of teens also say they live with siblings, 46% with sisters and 37% with brothers. Only a few teens live in households with multiple generations of family members; one in twenty (5%) mention living with a grandfather and one in fourteen (7%) with a grandmother.

Family composition is fairly consistent among boys and girls and among teens of different racial or ethnic backgrounds, with the exception of African-American teens. While the majority of white, Hispanic and Asian teens live with two parents (69%, 57% and 75%, respectively), a minority (37%) of African-American teens live with two parents. African-American teens are as likely to live only with their mother as they are to live with two parents (37% vs. 37%). By contrast, white students are more than four times as likely to live with two parents as they are to live with only their mother (69% vs. 15%).

TABLE 8-1
WHO TEENS LIVE WITH

Q.B2: Which of the people listed below do you live with most of the time...?

	TOTAL	GENDER		RACE/ETHNICITY			
		Male	Female	White	African-American	Hispanic	Asian
Base	2020	881	1135	1217	297	274	102
	%	%	%	%	%	%	%
Mother	91	92	91	93	86	89	92
Father	67	71	64	74	41	61	76
Sister	46	46	46	47	32	48	56
Brother	37	33	41	39	23	37	43
Stepmother	3	3	2	3	1	1	2
Stepfather	8	8	9	9	9	7	3
Grandmother	7	5	9	4	15	8	11
Grandfather	5	4	6	4	4	8	7
Aunt/Uncle	2	2	3	1	4	6	6
Niece/Nephew	1	2	1	1	3	1	*
Cousin	1	*	2	*	1	2	2
Mother Only	19	18	19	15	37	19	14
Two Parents	63	66	60	69	37	57	75
Mother & Grandparent	1	1	2	1	3	2	*
Other People	4	3	5	4	2	6	7

Description of Parents' Marital Status

One in four (24%) junior high and high school students say their parents are divorced or separated, and one in sixteen (6%) say their parents have never been married. Nevertheless, two-thirds (66%) of teens say their parents are married. Public school students are somewhat less likely than private or parochial school students to say their parents are married (63% vs. 75% and 80%, respectively). One in three public school students live in families where parents are divorced or separated (26%) or have never been married (7%). Suburban and rural students are more likely than their urban peers to say their parents are married (70% and 64% vs. 62%, respectively).

While considerable majorities of white (72%) and Asian students (89%) say their parents are married, smaller proportions of Hispanic (58%) and African-American students (37%) say their parents are. A small majority of African-American teens (55%) say their parents are divorced or separated (32%) or have never been married (23%). By contrast, only 2% of white teens say their parents have never been married. The findings indicate that suburban African-American students are more likely to say their parents are married than either urban or rural African-American students (49% vs. 43% and 22%, respectively).

Students who are at risk in their home life (19% vs. 72%[2]) or economic status (18% vs. 76%) are far less likely to say their parents are married than those who are not at risk. In fact, these two groups are more apt to report that their parents are separated or divorced than married (41% of at risk home life and 58% of at risk economic status students). While the gaps are considerably smaller, students in other at risk categories also are less likely to have parents who are married than students who are not at risk: at risk neighborhood (55% vs. 67%); at risk for apathetic behavior (62% vs. 67%); and at risk for hostile behavior (61% vs. 67%).

[2]It should be kept in mind that these at risk designations are based, at least in part, on whether or not a student's parents are married or not.

TABLE 8-2
DESCRIPTION OF PARENTS' MARITAL STATUS

Q.B3: Which of the following best describe you and your family?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2020	1536	184	300	1235	430	355
	%	%	%	%	%	%	%
My parents are married	66	63	75	80	62	70	64
My parents are separated or divorced	24	26	22	14	26	22	26
My parents have never been married	6	7	*	2	8	5	5
My parents are deceased	2	2	2	2	2	2	2
Other	1	1	-	-	1	*	1
Don't Know	2	2	-	2	1	2	3

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	879	1137	1217	296	275	103
	%	%	%	%	%	%
My parents are married	68	63	72	37	58	89
My parents are separated or divorced	23	26	24	32	27	6
My parents have never been married	4	8	2	23	9	*
My parents are deceased	1	2	1	3	1	1
Other	1	*	1	*	*	1
Don't Know	3	1	1	5	5	3

(CONTINUED)

TABLE 8-2 (CONTINUED)
DESCRIPTION OF PARENTS' MARITAL STATUS

Q.B3: Which of the following best describe you and your family?

	WHITE			AFRICAN-AMERICAN			HISPANIC		
	LOCATION			LOCATION			LOCATION		
	Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	679	276	262	224	37	35	183	71	21
	%	%	%	%	%	%	%	%	%
My parents are married	69	73	72	43	49	22	51	62	64
My parents are separated or divorced	26	22	23	26	32	40	36	21	26
My parents have never been married	1	3	2	27	12	24	9	11	5
My parents are deceased	2	1	1	3	3	2	1	-	5
Other	1	*	*	*	-	-	*	-	-
Don't Know	*	1	2	1	2	12	4	7	-

(CONTINUED)

TABLE 8-2 (CONTINUED)
DESCRIPTION OF PARENTS' MARITAL STATUS

Q.B3: Which of the following best describe you and your family?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2020	279	1741	286	1734	372	1648
	%	%	%	%	%	%	%
My parents are married	66	19	72	55	67	18	76
My parents are separated or divorced	24	41	22	30	24	58	17
My parents have never been married	6	36	2	10	5	13	4
My parents are deceased	2	1	2	2	2	7	1
Other	1	1	*	1	1	*	1
Don't Know	2	1	2	3	2	5	2

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	380	1640	493	1527	1537
	%	%	%	%	%
My parents are married	62	67	61	67	64
My parents are separated or divorced	25	24	28	23	26
My parents have never been married	7	6	5	6	6
My parents are deceased	1	2	2	2	1
Other	1	*	1	*	1
Don't Know	5	1	4	1	3

Whether or Not Teens Live With Their Parents

Two-thirds (66%) of teens have always lived with both parents. One in five (18%) used to live with both parents but now live with only one. Relatively few junior high and high school students report having never lived with both parents (6%), or having lived sometimes with their mom and sometimes with their dad (6%). Private and parochial school students are more likely than public school students to report having always lived with both parents (76% and 80%, respectively, vs. 63%). Public school students are more likely than private or parochial students (20% vs. 11% and 15%, respectively) and urban students are more likely than suburban and rural (23% vs. 17% and 17%, respectively) to have once lived with both parents but now live with only one.

Consistent with the proportion of African-American students who report having parents who are separated, divorced or have never been married, the majority also report that they used to live with both parents, but now live with only one (28%); that they have never lived with both parents (18%); or that they have sometimes live with one parent and sometimes with the other (8%). By contrast, less than three in ten (27%) white students say that any of these descriptions apply to their family, with seven in ten (71%) saying that they have always lived with both parents. Most Hispanic (58%) and Asian (85%) teens also report they have always lived with both of their parents. African-American suburban students are more inclined to say they have always lived with both parents than their urban or rural peers (48% vs. 41% and 33%, respectively).

Not surprisingly, students who are at risk in their home lives are more likely to say they have never lived with both parents (40%) or that they used to live with both and now live with only one (27%), than they are to say they have always lived with both of their parents (19%). Among students who are not at risk in their home lives, these proportions are 2%, 18%, and 72%. Students who are at risk in their neighborhoods (53% vs. 67%), for economic status (18% vs. 75%) and for hostile behavior (58% vs. 68%) are also less likely to say they have always lived with both parents, compared to those who are not at risk.

TABLE 8-3
DESCRIPTION OF FAMILY LIFE

Q.B4: Which of the following best describe you and your family?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	1980	1505	180	295	1208	421	351
	%	%	%	%	%	%	%
I have always lived with both parents	66	63	76	80	62	69	66
I used to live with both parents, but now I only live with one	19	20	11	15	23	17	17
I never lived with both parents	6	7	2	2	8	5	6
Sometimes I live with my mother and sometimes I live with my father	6	6	9	4	6	4	9
Other	5	5	4	2	2	7	6
Don't Know	1	1	-	1	1	2	*

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	864	1112	1196	290	267	101
	%	%	%	%	%	%
I have always lived with both parents	68	63	71	40	58	85
I used to live with both parents, but now I only live with one	18	20	16	28	21	10
I never lived with both parents	5	8	4	18	10	*
Sometimes I live with my mother and sometimes I live with my father	8	5	7	8	6	-
Other	5	6	6	6	5	5
Don't Know	1	1	*	1	5	-

(CONTINUED)

TABLE 8-3 (CONTINUED)
DESCRIPTION OF FAMILY LIFE

Q.B4: Which of the following best describe you and your family?

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	1980	664	271	261	220	36	34	177	69	21
	%	%	%	%	%	%	%	%	%	%
I have always lived with both parents	66	70	72	72	41	48	33	52	61	64
I used to live with both parents, but now I only live with one	19	20	17	13	28	19	35	27	16	26
I never lived with both parents	6	4	3	4	17	17	19	12	11	-
Sometimes I live with my mother and sometimes I live with my father	6	5	5	9	12	5	4	8	4	5
I live with parent and step-parent	1	*	2	2	*	-	-	-	-	-
I live with one parent (not specified)	*	*	*	-	*	2	-	1	-	-
Other	4	2	4	4	3	8	8	3	7	-
Don't know	1	*	-	-	1	3	-	1	8	5

(CONTINUED)

TABLE 8-3 (CONTINUED)
DESCRIPTION OF PARENTS' MARITAL STATUS

Q.B3: Which of the following best describe you and your family?

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	1980	271	1709	279	1701	357	1623
	%	%	%	%	%	%	%
I have always lived with both parents	66	19	72	53	67	18	75
I used to live with both parents, but now I only live with one	19	27	18	23	18	42	14
I never lived with both parents	6	40	2	10	6	20	3
Sometimes I live with my mother and sometimes I live with my father	6	12	6	9	6	16	4
I live with parent and step-parent	1	4	1	10	1	*	1
I live with one parent (not specified)	*	1	*	*	*	1	*
Other	4	8	4	6	4	7	3
Don't Know	*	*	1	2	1	1	1

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	373	1607	484	1496	1507
	%	%	%	%	%
I have always lived with both parents	64	66	58	68	64
I used to live with both parents, but now I only live with one	18	19	23	17	20
I never lived with both parents	6	6	7	6	6
Sometimes I live with my mother and sometimes I live with my father	7	6	8	6	7
I live with parent and step-parent	*	1	1	1	1
I live with one parent (not specified)	-	*	*	*	*
Other	5	4	6	4	4
Don't Know	2	*	2	*	1

Number of Adults Who Live With Teens

The majority of teens live in households with at least two adults (86%); only one in seven (14%) teens live with just one adult. Public school students are more likely to live with just one adult (15%) than parochial school students (7%). And, parochial school students are more likely than either public or private school students to live in households with three or more adults (26% vs. 18% and 11%, respectively). Suburban teens are not as likely as urban and rural teens to report living in a household with only one adult (9% vs. 16% and 16%, respectively).

Boys and girls are equally likely to live in households with two or more adults (86 and 84%), but girls are somewhat more likely than boys to report living in households with three or more adults (20% vs. 15%). Hispanic and Asian teens are considerably more likely to live in households with three or more adults, compared to white and African-American teens (34% and 28% vs. 13% and 20%, respectively). African-American students, on the other hand, are considerably more likely to live in households with only one adult (31% vs. 11% of white, 12% of Hispanic and 6% of Asian households). Urban African-American teens are more likely to be living in single-adult households than either Hispanic or white urban teens (27% vs. 20% and 12%, respectively).

TABLE 8-4
NUMBER OF ADULTS IN HOUSEHOLD

Q.B5: How many adults live with you?

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2020	1536	184	300	1235	430	355
	%	%	%	%	%	%	%
None	1	1	*	*	1	*	1
1	14	15	11	7	16	9	16
2	68	66	77	67	66	69	68
3 or more	18	18	11	26	17	20	15
Mean	2	2	2	2	2	2	2
Don't know	1	1	1	-	*	1	*

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	879	1137	1218	296	275	102
	%	%	%	%	%	%
None	1	*	1	1	*	1
1	12	15	11	31	12	6
2	71	64	75	48	52	65
3 or more	15	20	13	20	34	28
Mean	2	2	2	2	2	2
Don't know	1	*	*	-	2	-

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2020	679	277	262	224	37	35	183	71	21
		%	%	%	%	%	%	%	%	%
None	1	1	-	1	1	-	1	*	-	-
1	14	12	8	13	27	30	36	20	6	17
2	68	75	77	74	50	58	38	52	49	62
3 or more	18	12	15	11	21	13	24	27	42	21
Mean	2	2	2	2	2	2	2	2	3	2
Don't know	1	*	1	*	-	-	-	1	3	-

Number of Teens Who Live With Adults With Full-Time Jobs

The vast majority of teens (92%) report living in homes where at least one adult has a full-time job. More than half (56%) live in homes where at least two adults have full-time jobs. Just over one-third live in homes where only one adult has a full-time job (36%). The findings indicate that more than half (52%) live in households where all the adults work full-time.

Private school students are not only more likely to live in households with both parents, but are also more likely to live in households where only one of two adults works (36% compared to 21% of public school students and 27% of parochial school students).

White and Asian students are more likely to live in homes where only one of two adults works full-time (26% and 31%, respectively), compared to African-American (12%) and Hispanic (18%) students.

> *Observation:*
> *These findings seem to indicate that white, Asian and suburban teens are more likely to live in homes where it is possible for one full-time earner to support the family. By contrast, African-American and Hispanic teens and those in rural and urban communities are not only less likely to live in homes with two parents, they are also less likely to live in circumstances that permit one of two adults to not work full-time. These findings are consistent with other research showing that minority students are more likely to live in homes with less stable family structures and less reliable sources of income.*

TABLE 8-5

NUMBER OF ADULTS IN HOUSEHOLD WITH FULL-TIME JOBS

Q.B6: How many of those adults have full-time jobs?

Base: Live With Adults

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2000	1519	182	299	1225	425	350
	%	%	%	%	%	%	%
None	6	6	4	5	6	3	10
1 of 1	**10**	**11**	**10**	**6**	**12**	**8**	**11**
2 of 2	**42**	**43**	**37**	**38**	**42**	**44**	**40**
1 of 2	**23**	**21**	**36**	**27**	**21**	**24**	**24**
1	36	34	49	36	37	35	37
2	49	50	42	46	48	52	46
3 or more	7	7	4	12	7	9	5
Mean	2	2	1	2	2	2	1
Don't know	2	2	1	1	2	2	2

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	865	1131	1209	291	272	100
	%	%	%	%	%	%
None	6	7	4	13	10	4
1 of 1	**10**	**11**	**9**	**23**	**8**	**5**
2 of 2	**44**	**40**	**48**	**30**	**27**	**35**
1 of 2	**24**	**22**	**26**	**12**	**18**	**31**
1	36	36	36	39	31	38
2	49	49	54	34	44	44
3 or more	8	6	5	10	13	12
Mean	2	2	2	1	2	2
Don't know	1	2	1	4	3	1

(CONTINUED)

TABLE 8-5 (CONTINUED)

NUMBER OF ADULTS IN HOUSEHOLD WITH FULL-TIME JOBS

Q.B6: How many of those adults have full-time jobs?

Base: Live With Adults

	TOTAL	WHITE			AFRICAN-AMERICAN			HISPANIC		
		LOCATION			LOCATION			LOCATION		
		Urban	Suburban	Rural	Urban	Suburban	Rural	Urban	Suburban	Rural
Base	2000	676	274	259	221	37	33	180	71	21
		%	%	%	%	%	%	%	%	%
None	6	4	2	6	8	3	27	8	8	24
1 of 1	**10**	**9**	**7**	**11**	**23**	**30**	**19**	**14**	**4**	**9**
2 of 2	**42**	**50**	**50**	**45**	**35**	**40**	**17**	**26**	**26**	**40**
1 of 2	**23**	**24**	**27**	**27**	**12**	**16**	**11**	**21**	**18**	**7**
1	36	35	35	38	41	45	31	39	28	20
2	49	55	56	51	41	43	19	40	45	52
3 or more	7	5	6	4	9	9	12	10	16	4
Mean	2	2	2	2	2	2	1	2	2	1
Don't know	1	2	1	1	1	-	11	3	3	-

(CONTINUED)

TABLE 8-5 (CONTINUED)

NUMBER OF ADULTS IN HOUSEHOLD WITH FULL-TIME JOBS

Q.B6: How many of those adults have full-time jobs?

Base: LiveWith Adults

	TOTAL	ENVIRONMENTAL RISK FACTORS					
		HOME LIFE		NEIGHBORHOOD		ECONOMIC STATUS	
		At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk
Base	2000	274	1726	278	1722	363	1637
	%	%	%	%	%	%	%
None	6	11	5	10	5	35	-
1 of 1	**10**	**35**	**7**	**14**	**10**	**61**	**-**
2 of 2	**42**	**20**	**45**	**31**	**43**	**2**	**50**
1 of 2	**23**	**16**	**24**	**15**	**24**	**1**	**28**
1	36	55	34	32	37	62	31
2	49	27	52	41	50	3	58
3 or more	7	6	7	16	6	-	9
Mean	2	1	2	2	2	1	2
Don't Know	2	1	2	1	2	-	2

	ENVIRONMENTAL RISK FACTORS				
	APATHETIC BEHAVIOR OR ATTITUDES		HOSTILE BEHAVIOR OR ATTITUDES		ENGAGED BEHAVIOR
	At Risk	Not At Risk	At Risk	Not At Risk	
Base	374	1626	486	1514	1521
	%	%	%	%	%
None	8	6	8	2	7
1 of 1	**11**	**10**	**9**	**11**	**10**
2 of 2	**43**	**42**	**39**	**43**	**41**
1 of 2	**20**	**24**	**22**	**23**	**23**
1	33	37	34	37	36
2	48	49	48	49	48
2	8	7	8	7	7
Mean	2	2	2	2	2
Don't Know	3	2	1	2	2

Whether or Not Parents Worry About Money

The majority (72%) of students believe their parents worry about money (some [50%] or a lot [22%]). These concerns are more prevalent among parochial school students than public or private school students (80% and 72% vs. 70%, respectively) and among teens attending schools in urban communities (76%) compared to suburban or rural (both 71%). Girls are more likely than boys to think their parents worry about money (77% vs. 68%). Likewise, Hispanic and Asian students are more likely to think their parents worry (76% and 81%, respectively), compared to white and African-American students (71% and 70%, respectively).

TABLE 8-6

Teens' Perceptions of Parents' Worries About Money

	TOTAL	TYPE OF SCHOOL			LOCATION		
		Public	Private	Parochial	Urban	Suburban	Rural
Base	2016	1534	182	300	1230	431	355
	%	%	%	%	%	%	%
Worry	**72**	**72**	**70**	**80**	**76**	**71**	**71**
Worry a Lot	22	23	19	22	22	21	24
Worry Some	50	49	51	58	53	50	47
Do Not Worry At All	**10**	**10**	**11**	**8**	**10**	**8**	**13**
Don't know	17	17	19	12	15	21	16

	GENDER		RACE/ETHNICITY			
	Male	Female	White	African-American	Hispanic	Asian
Base	877	1135	1213	296	274	103
	%	%	%	%	%	%
Worry	**68**	**77**	**71**	**70**	**76**	**81**
Worry a Lot	18	86	20	27	24	28
Worry Some	49	51	51	43	52	53
Do Not Worry At All	**13**	**8**	**11**	**14**	**9**	**4**
Don't know	20	15	18	16	15	15

CONCLUSION

The findings of *Between Hope and Fear: Teens Speak Out on Crime and the Community* present exciting news and opportunities as well as challenges for those who work with young people. The good news is that, contrary to what we may hear about apathy and alienation among youth, most report that they have high hopes for the future. Traditional values--family, education, financial security, and career--seem more or less intact. Young people are concerned with the quality of community life--many are actively involved in some form of voluntary service through their schools, churches, or other local groups. In contrast, the poll confirms what we may have feared--that large numbers of youth do engage in negative and sometimes dangerous behavior that can impede their progress toward reaching their goals and increase their risk of being victimized by crime. How can we close the gap between youths' attitudes and their actions? By providing them with solid information about the risks, tools to protect themselves and each other, and opportunities to make a difference in their communities.

Young people are rarely asked what they need. Nearly three in ten students (28%) believe there is *something* they can do to help prevent crime and 31% don't know. They're just not sure what. Obviously, they need information and an understanding of available crime prevention options. We can infer from their responses to this survey that they need adult guidance to help them develop crucial life and social skills. This help can and should take a number of forms, including individual one-on-one contact--as parents, educators, mentors, social service providers, juvenile justice professionals, law enforcement officers, and community leaders--and programs that reach out to youth. Whatever we do, it is important to recognize that organized efforts to promote youth development are more effective if they form an integral part of a larger, more comprehensive framework that incorporates key aspects of youths' lives, including parents, neighborhoods, authority, and economic opportunities.

The study points to four areas of particular need:

1) Teen Victimization

Almost one in two students have changed their behavior because they feel threatened by crime. In some cases, making such changes may increase their safety, even though that means giving up the right to enjoy a neighborhood park, as one in five report they have done. Others say the fear of being victimized has caused them to miss school or earn lower grades. One of the most disturbing findings of the report is that 12% of youths say they have carried weapons to protect themselves; those in at risk neighborhoods are four times as likely to say they have carried a weapon. When youths carry guns, cut class, or earn lower grades, they are trying to cope in the only ways they know how. The challenge is to show youths how to replace such self-defeating and dangerous self-protection measures with safe and effective strategies for protecting themselves and others from crime.

2) Aggressive Behaviors and Relationships

The findings suggest that youths have much to learn about resolving conflicts peacefully. Fighting would appear to be a normal part of life for teens:

- Two in five have been in a fight; nearly half of these students report having *started* at least one fight in the past year;
- More than half of the students polled think that teens have the right to retaliate when others are confrontational or disrespectful; and
- When teens encounter physical fights between other youths, they are most likely to say they would watch to see what happens or walk away rather than try to get an adult to help.

The need for conflict management and mediation skills is crucial, along with assistance in developing positive relationships.

3) Teens and the Adult Community

Youths indicate that they need and want the support of adults--not just as teachers or authority figures, but as friends. The need is particularly acute in at risk neighborhoods, where teens are more likely to report that they have felt that adults look down on people their age, or that there was no one to trust. At least one in five youth say that belonging to a gang is like having a family that will always be there for you. We need to demonstrate to youth that one needn't join a gang in order to feel protected or to feel like part of a family. The chasm between youth and police officers is especially worrisome--almost one in four students believe police officers don't like people their age. One in two teens who live in at risk neighborhoods believe this is true.

Yet, the poll provides a clear path for dealing with the problem. When they participate in community programs with adults in charge, most teens feel the adults involved do the following:

- Give them responsibility;
- Make them feel important;
- Listen to them; and
- Trust them.

This finding presents an opportunity for community leaders in law enforcement, social services, and other fields to reevaluate the ways in which they interact with young people. Youths need direct, positive contact with adults from the community; such contact can be instrumental in breaking down stereotypes, learning about career possibilities, and creating mentoring relationships. Community leaders have first-hand experience that enables them to give youth real information about crime problems in their own communities. They can also offer insight about where things break down, what interventions are needed, and how youths themselves might be able to help prevent crime.

4) Teens as part of the solution

The study shows that the great majority of youths, whether rural, suburban, urban, African-American, Hispanic, or white, are willing to devote time and energy to help prevent crime. Eighty-six percent say they would be willing to participate in a variety of activities designed to eliminate crime or violence, and seven in ten (71%) say they currently do some type of volunteer work--with school, church, local community groups, or other organizations. In particular, they express enthusiasm for getting involved in hands-on programs that send crime prevention messages to others, such as creating public service announcements, posters, or other printed materials, and holding performances such as plays, dances or concerts. They also indicate interest in tutoring programs, neighborhood clean-ups, neighborhood watches, anti-violence and anti-drug programs, mentoring and counseling projects, and conflict resolution programs.

What youth need are opportunities to put some of their ideas into action, a forum that allows young people to learn by doing. Taking action to prevent crime can help youths see themselves as problem-solvers and community members--key steps in the development of civic responsibility.

Education is needed to help youth understand their risks of victimization and to develop safe and effective ways to reduce their chances of falling victim to crime. But they cannot act alone. We have a responsibility to our country's youth. As adults, we need to determine what we can do to help youth feel safe and secure in their schools and neighborhoods. Equally important, we need to enlist their help, draw on their energy and sense of altruism to reduce victimization and prevent crime. Interactive educational programs must be created or adapted which echo the voice of youth they intend to serve. Programs must consider and include, whenever possible, key points of contact for youths--parents, authority figures, educators, community leaders, and the media. No program will work in a vacuum--youth will return from the classroom to the neighborhood, the home, the peer group, and the television. We need to work on as many fronts as possible to have a positive impact on all of these areas.

Ultimately, however, the change must come from within the youths themselves as they develop skills for living safely and being contributing members of society.

AFTERWORD

A Step in the Right Direction: Teens, Crime, and the Community

The most compelling aspects of TCC are two: First, it addresses an issue about which almost every teen is concerned--crime and the fear of crime. Secondly, it gives teens the tools to do something about it. With TCC, we say to teens, "What can you do to give us a hand?" Wonderful energy is released and the commitment of youth is endless.

John A. Calhoun, Executive Director
National Crime Prevention Council

Teens, Crime, and the Community (TCC) is a partnership program of the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL). It has received primary funding from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. TCC combines education with action to effect positive community change through youth involvement. TCC addresses a number of the issues raised in the survey. It educates youth about crime, shows them how to protect themselves and others from victimization, and provides a vehicle for involvement in local crime prevention activities. TCC invites community leaders--law enforcement officers, victim advocates, social service providers, juvenile justice professionals, and others--into the classroom to share their expertise and interact with youth in positive ways.

Since 1985, TCC has reached an estimated half million young people in schools, juvenile justice facilities, community organizations, and Boys & Girls Clubs across the country.

Its primary goals are to:

- Reduce teen victimization by crime and
- Actively engage teens in helping make schools and communities safer and better.

The program includes a text that explores the nature of crime and its impact on the individual and community, the concept of crime prevention, techniques for preventing various kinds of crime especially relevant to youth (including those noted in the survey, e.g., conflict resolution, violence, and gangs), and an examination of the criminal and juvenile justice process. A teacher's manual offers lesson plans, strategies for interactive learning, and ideas for localizing the program. *We Can Work It Out!*, which focuses on conflict resolution, supplements the text. Along with their study of crime, TCC challenges youth to initiate projects to prevent crime in their own communities. Participants take responsibility for analyzing local needs and designing and implementing their projects.

Community leaders play a critical role in TCC. When they communicate directly with youth about issues that concern them most, bonds are created. Stereotypes are broken and mistrust diminishes. Youth get real-life information about crime problems in their own community and they get ideas for making positive changes. Mentoring relationships can develop as a result of this interaction.

TCC directly addresses the issues raised in *Between Hope and Fear: Teens Speak Out on Crime and Community.* The program's core goals--to reduce victimization and to actively engage youth in crime prevention--speak to what is wrong as well as to what is right and good with our country's youth, according to the study. TCC meets needs in the four key areas of greatest concern:

Teen Victimization

TCC presents practical information and problem-solving opportunities that help students develop the knowledge and skills necessary to deal with crime issues. The program features an interactive curriculum that is designed to reduce the immediate risk of crime and to promote the implementation of crime prevention projects. It encourages teens to become crime prevention resources in their own communities.

Aggressive Behaviors and Relationships

Conflict management and mediation programs are changing the way people think about conflict in our society. As part of TCC, students develop skills for problem-solving and handling conflicts. The *We Can Work It Out!* mediation curriculum teaches the life skills that enable students to resolve conflicts. It provides a vehicle for helping youth develop solutions to problems that they see every day. Additionally, youth involved with the mediation process realize the value of conflict resolution and its impact on creating safer, more productive communities.

Teens and Authority Figures

A major strength of TCC is the way in which it draws on the resources of people from various sectors in the community, including law enforcement, attorneys, business leaders, and parents. When these individuals share their expertise with teens, the opportunities for learning expand. Relationships develop with community members outside the realm of teens' daily experience, youth learn about resources that exist in their own neighborhoods, and myths and stereotypes that come between youth and adults tend to evaporate. The effective use of resource people broadens teens' perspectives, promotes personal growth, and reinforces the need for and value of crime prevention.

Teens as Part of the Solution

Young people need to know that they can change things for the better. They also need to know that what they learn has practical value, that it is possible to take meaningful action against crime. Service projects are another vital part of the TCC program.

Teens are too often seen by the community as troublemakers. TCC service projects help them become a working part of the local community and a visible part of the solution. The projects provide avenues for earning positive recognition, discovering outlets for youthful energy, performing meaningful work, and building a sense of connection with the community.

TCC participants have designed and carried out a myriad of projects, including cross-age teaching, conflict management role-plays, child abuse prevention billboards, public service announcements, park clean-ups, and anti-vandalism campaigns.

A Proven Approach

Helping teens learn about crime and involving them in addressing the problem makes the young people feel safer, reduces delinquency-related behaviors, increases their self-esteem, and enhances their ties with the community, according to evaluations of TCC. Research shows that teens involved in TCC are more likely to:

- Know more about types of crime victimization and their risk of crime;
- Understand ways to prevent crime against themselves and their families;
- Increase their belief in ethical rules and need for laws;
- Demonstrate a greater sense of altruism and community bonding;
- Reduce their own delinquency and their association with delinquent peers; and
- Participate actively in classroom and community project activities.

TCC is widely recognized as an effective youth crime prevention strategy. The program has triggered support from local foundations in Detroit (Kellogg), the District of Columbia (Meyer, Cafritz), Baltimore (Goldseker, Public Welfare), Philadelphia (Prudential), and San Francisco (San Francisco, Koret, Chevron, and Haas Foundations). It has been the subject of media reports about state-of-the-art prevention strategies, including CNBC's "America Talking," which featured TCC on two separate shows, each reaching an audience of 17 million. The first focused on crime prevention and the TCC curriculum; the second on conflict resolution and *We Can Work It Out!*. The National Television Network's distance learning conference for Coalition 2000 featured TCC as an effective program to meet National Education Goal Six: Safe and Drug-Free Schools.

The highest praise for the program comes from the teachers, administrators, and others who have implemented TCC and gotten good results. The Boys & Girls Clubs of America have committed to expanding and strengthening the program in sites across the country. Increasingly, juvenile justice facilities see TCC as a vehicle for promoting accountability, developing empathy, and building community bonds.

A variety of TCC resources are available, from brochures to a comprehensive implementation manual. Supplemental materials can help local groups in adapting TCC for use in special

settings--rural areas, juvenile justice facilities, Boys & Girls Clubs, and community organizations. A 15-minute video shows the program in action. For information about these materials, training opportunities, or other assistance, please contact:

Teens, Crime, and the Community
c/o National Institute for Citizen Education in the Law
711 G Street, SE
Washington, DC, 20003
202-546-6644, ext. 226
202-546-6649 (fax)
carokulc@UMD5.UMD.EDU

In addition to its cosponsoring of TCC, the National Institute for Citizen Education in the Law (NICEL) has developed a wide range of award-winning civic education and youth development programs and materials. To contact NICEL's clearinghouse, use the above address and phone number (ext. 228).

The National Crime Prevention Council's mission is to enable individuals--children, teens, and adults--to prevent crime and build safer and more caring communities. It produces books, booklets, posters, program kids, and other documents; provides technical assistance to community groups and municipal and state governments; offers training; and conducts the McGruff crime prevention public service ad campaign, among other activities.

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC, 20006
202-466-6272
202-296-1356 (fax)
tcc@ncpc.org

Other resources include:

Partnerships Against Violence Network
PAVNET
pavnet@esusda.gov

National Clearinghouse for Justice Research and Statistics
PO Box 6000
Rockville, MD 20849
800-732-3277

APPENDIX A:
CLEANING DATA FOR THE REPORT

As with all self-administered surveys, school-based surveys are susceptible to recording error. Although we take every possible precaution to prevent students from missing questions or misunderstanding instructions, we do not have the ability to ensure complete and error-free completion of every questionnaire. For this reason, there are a number of quality control steps and decision rules that we follow with school-based surveys. It should be noted that creating decision rules is as much an art as a science. They are reviewed on a study specific basis and whenever possible are designed to reduce the potential for bias. However, there are often no right or wrong answers and several different arguments could be made for or against each type of decision rule. This appendix provides a brief description of three basic categories of decision rules and provides examples of the kinds of rules that were used for this report.

Accounting for Missing Data

The majority of the questions in this survey were asked of all students; however, individual students occasionally missed questions or chose not to answer them. For this reason, the frequencies for each question (with only a few notable exceptions as described below) are based on the total number of responses to each question. As an overall check, each questionnaire is reviewed to ensure that a majority of all possible responses have been completed.

Filters and Consistency Checks

Because school-based surveys are "self-administered," it is our preference to keep skip instructions to an absolute minimum in order to reduce the potential for recording error and for accidental skips of questions that should have been completed. Data cleaning permits us to double check written skip instructions and to add filters so the base for a given question is more closely defined. In other instances, it is possible to check for consistency between responses on separate questions and create decision rules that set a precedence between potentially conflicting responses.

Two specific examples:

In this survey, students were asked how many adults live in their household and how many of these adults have full-time jobs (Q.B5 and Q.B6). *First*, a filter was added to this question so that any students living in a home with no adults would not be included in the group of students answering the question about adult employment. *Second*, a consistency check was used with the two questions, so that the number of employed adults could not exceed the total number of adults living with the respondent.

Decision Rules for Erroneous Multiple Responses

Many questions in this survey required students to choose only one answer (e.g.: gender, or grade in school). If more than one response was selected when only one was allowed, two types of decision rules were applied: prioritization or deletion of these responses from the individual record. Where multiple responses make it impossible to prioritize without potential bias--such as gender or parents' marital status--responses are deleted.

APPENDIX B: SURVEY METHODOLOGY

An Overview

This survey on young people's experiences with and attitudes toward violence and crime was conducted by Louis Harris and Associates, Inc. on behalf of the National Teens Crime and the Community Program, a program of the National Institute for Citizen Education in the Law, and the National Crime Prevention Council. A total of 2,023 interviews were completed with public, private and parochial school students in grades 7 through 12 across the United States. All interviewing was conducted in the classroom between October 5 and November 16, 1995. This period includes the time allotted for consent calls to principals, the mailing of survey materials, the administration of the questionnaires and their return by mail.

There are several benefits that can be gained from school-based interviewing as compared to home- based, in-person, or telephone interviewing. The school setting proves to be far more neutral, since young people are allowed to express their attitudes and experiences without the influence of a parent nearby. The privacy of a self-administered questionnaire provides further guarantee of confidentiality when asking young people questions of a sensitive nature. Furthermore, this approach assures the sample will include young people in households without telephones or whose parents might otherwise not agree to allow their teenager to complete an interview.

Creating a School Sample

The Harris Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the National Center for Educational Statistics.

Sample was drawn from a list of approximately 80,000 public, private and parochial schools in the United States. Sample was selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. A random selection of schools was drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in grades 7 through 12. For this survey, two separate cross section samples were created: a nationally representative sample of schools and a representative sample of urban schools. Urban schools were defined as those located in the named central cities of metropolitan statistical areas (MSA's) as they are defined by the U.S. Census Bureau, suburban schools are located in the remaining portion of MSA's, and rural schools are located outside MSA's. Appendix C provides a detailed technical summary of the Harris Scholastic sample design methodology.

Weighting the Data

As with all school-based surveys, a two-stage weighting process was used to ensure a representative sample of students. These weights are based on data from the National Center for Education Statistics, and they control the distribution of students by grade, region, size of place, gender and race/ethnicity. Variability in class size ranged from 8 to 37 students per class. Second stage weights controlled for grade, region, size of place, gender and race/ethnicity.

Table B-1 provides a comparison of the demographic profile of the weighted and unweighted total sample. Table B-2 provides a demographic profile of the weighted total sample, of urban, suburban and rural students, and public, private and parochial schools, and Table B-3 provides the same information for the unweighted sample.

TABLE B-1
A COMPARISON OF WEIGHTED AND UNWEIGHTED SAMPLES

	TOTAL SAMPLE	
	Weighted	Unweighted
Base	2023	2023
	%	%
Grade:		
7th	18	17
8th	17	17
9th	19	16
10th	17	19
11th	15	15
12th	14	17
Region:		
East	21	25
South	32	28
Midwest	25	25
West	22	22
Location:		
Urban	32	61
Suburban	36	21
Rural	33	18
Gender:		
Male	51	44
Female	49	56
Race:		
White	64	60
African-American	14	15
Hispanic	11	14
Asian	5	5
Other	5	5

WEIGHTED

TABLE B-2
DEMOGRAPHIC PROFILE BY LOCATION AND TYPE OF SCHOOL
(WEIGHTED TOTAL SAMPLE)

		LOCATION			TYPE OF SCHOOL		
	TOTAL	Urban	Suburban	Rural	Public	Private	Parochial
Base	2023	641	719	663	1648	227	147
	%	%	%	%	%	%	%
Grade:							
7th	18	25	22	7	18	1	50
8th	17	11	15	26	16	31	9
9th	19	27	15	15	22	4	7
10th	17	15	12	24	15	36	7
11th	15	14	10	22	17	5	4
12th	14	7	26	7	12	23	23
Region:							
East	21	27	20	16	22	10	34
South	32	43	12	42	29	66	14
Midwest	25	19	30	25	29	4	13
West	22	11	38	16	21	20	40
Location:							
Urban	32	100	-	-	29	38	47
Suburban	36	-	100	-	35	31	53
Rural	33	-	-	100	36	31	-
Gender:							
Male	51	46	52	55	51	53	46
Female	49	54	47	45	48	47	52
Race:							
White	64	54	65	74	63	80	50
African-American	14	20	8	13	16	3	6
Hispanic	11	13	17	4	11	9	17
Asian	5	7	6	*	3	4	20
Other	5	6	3	7	6	3	5

*Less than 0.5%

UNWEIGHTED

TABLE B-3
DEMOGRAPHIC PROFILE BY LOCATION AND TYPE OF SCHOOL
(UNWEIGHTED TOTAL SAMPLE)

		LOCATION			TYPE OF SCHOOL		
	TOTAL	Urban	Suburban	Rural	Public	Private	Parochial
Base	2023	1237	431	355	1539	184	300
	%	%	%	%	%	%	%
Grade:							
7th	17	22	13	6	19	1	17
8th	17	14	18	25	14	41	16
9th	16	17	11	16	17	7	12
10th	19	18	15	25	18	23	18
11th	15	16	9	17	16	17	8
12th	17	12	33	12	15	11	30
Region:							
East	25	28	23	19	24	4	46
South	28	33	13	26	28	58	6
Midwest	25	24	27	28	25	17	29
West	22	15	37	27	23	21	19
Location:							
Urban	61	100	-	-	57	68	79
Suburban	21	-	100	-	21	22	21
Rural	18	-	-	100	22	10	-
Gender:							
Male	44	41	48	48	45	45	37
Female	56	59	52	52	55	55	62
Race:							
White	60	55	64	74	58	66	70
African-American	15	18	9	10	18	7	4
Hispanic	14	15	16	6	13	18	13
Asian	5	6	6	*	5	4	8
Other	5	5	3	10	6	4	3

*Less than 0.5%

Reliability of Survey Percentages

The results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table B-4 shows the range of sampling variation that applies to percentage results for this survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

TABLE B-4
APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

Number Of People Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Table B-5 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

TABLE B-5
APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

Approximate Sample Size Of Two Groups Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

The Interviewing Process

Gaining the Principal's Consent and Selecting a Class

After they were sent a letter soliciting their participation, Louis Harris and Associates contacted the principals in selected schools by telephone to request their participation in the survey. An eligible grade was randomly assigned to each school. If the principal agreed to participate, a random selection process was then used to select a particular class to complete the survey. The principal was asked to alphabetize all English classes for the grade assigned by the Harris firm. Using a random number selection grid, the interviewer identified an individual class. The survey was limited to English classes since this is one subject that all students are required to study at every grade level, which ensures a more representative sample of students by academic track and level of achievement.

Maximizing Response Rates

A number of steps were included in the consent process in order to maximize response rates among schools. The alert letter contained a brief description of the survey process and some background information on the Harris organization. Schools were offered educational materials from Scholastic as an incentive to participate. Our past experience has proven that the combination of the Harris and Scholastic names yields very high cooperation rates within the schools.

In addition, at a principal's request, calls were made to local boards or district offices to gain approval from the appropriate officials. If necessary, new copies of the introductory letter were mailed or sent via fax to the principal and/or other school officials.

Maintaining a Representative Sample

If a particular school could not participate, it was replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school was chosen within the same region, with similar grade enrollment and size of municipality, and in the same or the nearest zip code to the original school.

Questionnaires were mailed to 104 schools in total; of these schools, 86 completed and returned the questionnaires. Table B-6 provides a breakdown of both sets of schools by location.

TABLE B-6
A COMPARISON OF SCHOOLS WHO CONSENTED AND THOSE WHO COMPLETED THE INTERVIEW

	Consents	Completes
	104	86
Urban	66	52
Suburban	19	18
Rural	19	16

Interviewing the Students

Louis Harris and Associates mailed instructions, a set of questionnaires, and materials for return mail to the teacher of the selected class. In addition, teachers were provided with general instructions to use when administering the survey. The directions for each individual question appeared in capital letters above or near each question on the survey instrument itself.

The teachers administered the questionnaire from the front of the classroom; they were encouraged to read questions out loud to their students if they felt their class would have difficulty reading or answering the questions. By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hoped to assure that this exercise was woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school we imposed on the school as little as possible. Students were given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point is the student asked to provide his or her name.

Questionnaire Development

Initial drafts of the questionnaire were tested for length and comprehensibility. Testing was conducted in the classroom using the exact procedures that would be used for the full survey. Members of the Harris staff spoke to the teachers who administered the survey and asked for their observations regarding comprehensibility and about questions their students had difficulty answering. The survey instrument was refined accordingly.

Cleaning the Data

All interviews were carefully edited and checked for completeness and accuracy (see Appendix A for details). Surveys with significant errors or large proportions of missing data were removed; less than 1% of the questionnaires from this survey were removed. However, as with all self-administered questionnaires, occasional questions are sometimes left blank. For the purposes of this survey, the findings for each question are based on the total number of answers rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly.

Potential Sampling Error

The results for sample surveys are subject to sampling error--the potential difference between results obtained from the sample and those that would have been obtained had the entire population been questioned. The size of the potential sampling error varies with both the size of the sample and with the percentage giving a particular answer.

Sampling error is only one way in which a survey may vary from the findings that would result from interviewing the entire population under study. Survey research is susceptible to human and mechanical errors as well. The most important potential sources are:

- Non-response (if those who are interviewed differ from those who are not interviewed). It should be noted that in this survey all students completed the survey, so errors caused by non-response are non-existent.

- Random or sampling error, which may in theory be substantial, even on large samples. Contrary to the impression given by the typical media caveat, there is no way to calculate the maximum possible error for any survey. All we deal with are probabilities.

- Question wording, particularly where the survey is measuring attitude or future intention and not a "fact." Several equally good questions may yield different (and equally valid) responses. In addition, question sequence can influence the responses, particularly to attitude questions.

The results of this survey, therefore, are susceptible to a variety of errors, some of which cannot be quantified. However, the procedures used by the Harris firm reflect the most reliable information available.

APPENDIX C: HARRIS SCHOLASTIC SAMPLE DESIGN METHODOLOGY

Introduction

The Harris Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national samples of students and schools that are conducted by the National Center for Education Statistics.

The full sample design covers public, private and parochial schools and students in the grade range K-12. One important feature of the full design is the fact that it may be subsampled in order to produce samples of schools or students in any desired grade range, control type or geographic region.

Many of the studies which employ the Harris Scholastic national probability sample are based on a sample size of 2,500 students distributed over 100 schools. However, the basic design is sufficiently flexible to support any overall sample size between 500 and 25,000 students distributed over 25 to 1,000 schools.

The basic sample design involves two stages of sampling. In the first stage, a sample of schools is selected from a list of all schools. In the second stage, a sample of students is selected within those schools that are selected into the sample in the first stage.

Special procedures are employed to assure that the sampling process adequately represents the full range of schools over the entire nation. Particular care is given to the replacement of schools that are initially selected but are unwilling or unable to cooperate in the subsequent second stage selection of students.

Basic Sampling Design

The basic design used by Harris Scholastic for the selection of student samples involves a two-stage, stratified and clustered sampling process. Stratification variables involve school type (public, parochial and private), grade coverage, urbanicity and region. Specifically:

For public schools, the stratification dimensions include:

a Grade coverage (elementary, middle, upper, K-12 and other odd grade ranges 1-8, 6-12, etc.).

b. Urbanicity (URBAN = central city of MSA or CMA; SUBURBAN = non-central city of MSA or CMA; RURAL = non-MSA).

c. Region (Northeast, Midwest, South and West).

Within the basic strata, defined by these dimensions, stratification is carried out by state, grade enrollment and zip code.

The numbers of sub-stratum depend upon the particular design. Within each sub-stratum, the required number of schools is selected on an "nth student" basis (i.e., with probabilities proportional to the number of students). Replacement schools are selected by finding the nearest match (by zip code) for selected schools within the same cell and the same size group.

Sample Efficiency

In general, when clustered samples are compared to pure random samples that involve no clustering, it is found that the cluster samples exhibit somewhat greater sampling variation. The ratio of the variance shown by the cluster sample to the variance that would be expected from a pure random sample of the same size is known as the design effect or DEFF[1]. The square root of DEFF is denoted by DEFT. The design effect is a measure of efficiency of a given sample design as compared to the benchmark of simple random sampling.

On the basis of empirical computation, the values of DEFF and DEFT for the standard Harris/Scholastic sample design have been determined as 2.25 and 1.50, respectively. Thus, statistical inferences using data from a Harris/Scholastic sample which employ standard statistical formulas for the variance and standard error of estimate should be modified through multiplication by the factors of 2.25 and 1.50, respectively. It is often the case that in-person area sample have DEFF values of approximately 2.0. The ration of this DEFF value to average DEFF values calculated from other Harris/Scholastic studies (i.e., DEFF = 2.25) show that samples using the present design show variations similar to that of household samples of about 88% the size. Thus, the design as presented is highly efficient.

Values shown in Tables C-1 and C-2 may be converted into 95% confidence ranges through multiplying by the factor 1.96.

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[1]See, for example, the discussion by L. Kish in Kotz, S. and Johnson, N.L. *Encyclopedia of Statistical Sciences: Vol. 2* New York: John Wiley & Sons, 1982.

TABLE C-1
HARRIS/SCHOLASTIC SAMPLES
SAMPLING ERRORS FOR SINGLE PERCENTAGES
PERCENTAGES FROM SAMPLE

Sample Base	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5000	0.46	0.64	0.85	0.97	1.04	1.06
4750	0.47	0.64	0.86	0.98	1.05	1.07
4500	0.47	0.65	0.87	1.00	1.06	1.09
4250	0.48	0.66	0.88	1.01	1.08	1.10
4000	0.49	0.67	0.89	1.02	1.10	1.12
3750	0.50	0.68	0.91	1.04	1.11	1.14
3500	0.50	0.69	0.93	1.06	1.13	1.16
3250	0.51	0.71	0.94	1.08	1.16	1.18
3000	0.53	0.72	0.97	1.11	1.18	1.21
2750	0.54	0.74	0.99	1.14	1.21	1.24
2500	0.56	0.76	1.02	1.17	1.25	1.27
2250	0.57	0.79	1.05	1.21	1.29	1.32
2000	0.60	0.82	1.10	1.25	1.34	1.37
1750	0.62	0.86	1.15	1.31	1.40	1.43
1500	0.66	0.91	1.21	1.39	1.48	1.51
1250	0.71	0.97	1.30	1.48	1.59	1.62
1000	0.77	1.06	1.41	1.62	1.73	1.77
750	0.87	1.19	1.59	1.82	1.95	1.99
500	1.03	1.42	1.90	2.17	2.32	2.37
250	1.42	1.96	2.61	2.99	3.19	3.26

NOTE: To use this table, find the row corresponding to the size of the sample base for the proportion. For base sizes not shown, use the next smallest base that appears in the table. Use the column corresponding to the sample proportion for which a sampling error is desired. If the sample proportion is not shown, round toward 50% (e.g., 43% becomes 50%).

TABLE C-2
HARRIS/SCHOLASTIC SAMPLES
SAMPLING ERROR FOR DIFFERENCES BETWEEN SUBCLASS PERCENTAGES
PROPORTION NEAREST 50%

Subclass Split	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5-95	1.50	2.06	2.75	3.15	3.36	3.43
10-90	1.14	1.57	2.09	2.39	2.56	2.61
15-85	0.99	1.36	1.82	2.08	2.23	2.27
20-80	0.91	1.25	1.67	1.92	2.05	2.09
25-75	0.86	1.19	1.58	1.81	1.94	1.98
30-70	0.83	1.14	1.52	1.75	1.87	1.91
35-65	0.81	1.11	1.49	1.70	1.82	1.86
40-60	0.80	1.10	1.46	1.67	1.79	1.83
45-55	0.79	1.09	1.45	1.66	1.77	1.81
50-50	0.79	1.08	1.44	1.65	1.77	1.80

NOTE: This table shows sampling errors for differences between percentages P1 and P2, based on two subclasses. First, find the subclass proportion nearest 50%. Use this proportion to find the appropriate column. The appropriate row is determined on the basis of the sample split between the two subclasses. For example, if the total sample size is 2,000 and the subclass sizes were 500 and 1,500, the split would be 25-75. A split of 25-75 uses the same table row as a split of 75-25. This table is only appropriate for dichotomous subclasses.

APPENDIX D:
THE QUESTIONNAIRE

LOUIS HARRIS AND ASSOCIATES, INC.
111 Fifth Avenue
New York, New York 10003

FOR OFFICE USE ONLY:

Questionnaire No.:_____
(1-5)

Study No. 952013
(8-13)

Card Number (6,7)

Date: October 11, 1995
FINAL

Sample Point No. / / / / / / / / / / / /
1*(16-25)

YOUTH ATTITUDES

THANK YOU for taking part in our important study. This survey is being conducted to help us learn more about the experiences and opinions of students nationwide about day to day problems and concerns they face in their communities.

Many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. This is not a test. There are no right or wrong answers. Again, please be as honest as you can in answering these questions.

Please answer questions in the order they appear and do not skip ahead until instructions in the survey ask you to.

We are not asking for your name and as a result all your answers will be kept confidential and anonymous.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is very important that you answer all questions carefully.

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THE QUESTIONNAIRE IS EASY TO FILL OUT

1. Simply circle the number that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLES: What is your favorite season of the year? **(CIRCLE *ONE* ANSWER ONLY)**

Spring 1
Summer 2
Fall 3
Winter 4
Not Sure 5

What are your favorite colors? **(CIRCLE AS MANY ANSWERS AS APPLY)**

Blue 1
Green 2
Red 3
Yellow 4
Purple 5
Other (WRITE IN ANSWER BELOW):
_____ 6
Not sure 7

2. Other questions will ask you to answer a series of questions.

EXAMPLE: Do you go to school during the **(CIRCLE ONLY *ONE* FOR EACH ITEM -- A THROUGH D)**

	Yes	No	Not Sure
A. Spring	1	2	3
B. Summer	1	2	3
C. Fall	1	2	3
D. Winter	1	2	3

3. Use a **pencil** to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase your first answer completely.

4. Please do not talk over your answers with others.

IN ADVANCE, THANK YOU VERY MUCH FOR YOUR HELP WITH THIS VERY IMPORTANT STUDY

26-34Z

A. Background

A1. Please write your age in here: **Mean = 15; Median = 15** (35-36)

A2. What grade of school are you in?

7th grade	**18**	07	(37-38)
8th grade	**17**	08	
9th grade	**19**	09	
10th grade	**17**	10	
11th grade	**15**	11	
12th grade	**14**	12	

A3. Are you...?

Male (a boy)	**51**	1	(39)
Female (a girl)	**49**	2	

A4. What is your race or ethnic background? **(CIRCLE ONE ANSWER ONLY)**

White (not Hispanic)	**64**	1	(40)
Black or African-American (not Hispanic)	**14**	2	
Hispanic/Latino -- White	**9**	3	
Hispanic/Latino -- Black	**1**	4	
Asian, Asian Indian, or Pacific Islander	**5**	5	
Native American or Alaskan Native	**3**	6	
Some other race **(WRITE IN BELOW)**			
Hispanic (unspecified)	**2**		
_____	**2**	7	
Don't know	**1**	8	

A5. Do you currently have any kind of after-school or weekend job, or not?

Yes, have a job	**32**	1	(41)
No, do not	**68**	2	

42-80Z

Bold = % Answering

B. Family Profile

B1. Where do you live? In....? **(CIRCLE ONE ANSWER ONLY)**

A house or townhouse	88	1	(08)
An apartment in a 2 or 3 family house	4	2	
An apartment building	4	3	
A public housing building	1	4	
Somewhere else **(WRITE IN BELOW)**			
_____	2	5	

B2. Which of the people listed below do you live with most of the time...? **(CIRCLE ALL THAT APPLY)**

Mother	91	1	(09)
Father	67	1	(10)
Stepmother	3	1	(11)
Stepfather	8	1	(12)
Grandmother	7	1	(13)
Grandfather	5	1	(14)
Sister	46	1	(15)
Brother	37	1	(16)
Other people **(WRITE IN BELOW)**			
_____	4	1	(17)

Aunt/uncle	2
Niece/nephew	1
Cousin	1
Mother only	19
Two parent	63
Mother and grandparent	1

Bold = % Answering

B3. Which of the following best describe you and your family? **(CIRCLE ONE ANSWER ONLY)**

My parents are married	**66**	1	(18)
My parents are separated or divorced	**24**	2	
My parents have never been married	**6**	3	
Other **(WRITE IN BELOW)**			
_____	**1**	4	
Don't know	**2**	5	
My parents are deceased	**2**		

B4. Which of the following best describe you and your family? **(CIRCLE AS MANY AS APPLY)**

I have always lived with both parents	**66**	1	(19)
Sometimes I live with my mother and sometimes I live with my father	**6**	1	(20)
I used to live with both parents, but now I live with only one	**19**	1	(21)
I have never lived with both parents	**6**	1	(22)
Other **(WRITE IN BELOW)**			
I live with parent & stepparent	**1**		
Live with one parent (unspecified)	*		
_____	**4**	1	(23)
Don't know	**1**	2	

B5. How many adults live with you? **(WRITE IN BELOW)**

MEAN = 2; MEDIAN = 2

None	**1**	0	(24)
Don't Know	**1**	y	

B6. How many of those adults have full time jobs? **(WRITE IN BELOW)**

MEAN = 2; MEDIAN = 2

None	**6**	0	(25)
Don't Know	**2**	y	

Bold = % Answering

B7. How much do you think your parents worry about money, a lot, some or not at all? **(CIRCLE ONE ANSWER ONLY)**

Worry a lot	**22**	1	(26)
Worry some	**50**	2	
Do not worry at all	**10**	3	
Don't know	**17**	4	

B8. Think about your family life. For you, are these statements most often true or most often false? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

		Most Often True		Most Often False		Don't Know		
1.	When I do something that makes my parents (or guardians) angry, I get hit	**6**	1	**92**	2	**2**	3	(27)
2.	My parents (or guardians) expect me to work hard and do well in school	**97**	1	**2**	2	**1**	3	(28)
3.	My parents (or guardians) have high hopes for my future	**89**	1	**3**	2	**8**	3	(29)
4.	My parents (or guardians) do not trust me to make decisions by myself	**13**	1	**79**	2	**7**	3	(30)

Bold = % Answering

B9. Now think about your feelings about your parents. For you, are these statements most often true or most often false?
(CIRCLE ONE ANSWER FOR EACH STATEMENT)

		Most Often True		Most Often False		Don't Know		
1.	I admire my parents	**81**	1	**11**	2	**9**	3	(31)
2.	I wish my parents made more money	**58**	1	**33**	2	**8**	3	(32)
3.	I like to bring my friends home to meet my parents	**63**	1	**26**	2	**11**	3	(33)
4.	I wish my parents didn't fight so much	**21**	1	**72**	2	**8**	3	(34)

35-80Z

Bold = % Answering

C. Values

C1. When you don't know what the right thing to do is, who do you turn to for advice? **(CIRCLE AS MANY AS APPLY)**

My mother or father	**68**	1	(08)
Older sister or brother	**34**	1	(09)
Teacher/s or coach/es	**14**	1	(10)
Friends	**73**	1	(11)
My grandparent/s or other relatives	**23**	1	(12)
Adult leader of a youth group	**6**	1	(13)
Minister, priest, rabbi or other religious leader	**7**	1	(14)
The police	**2**	1	(15)
Someone else **(WRITE IN BELOW)**			
_____	**6**	1	(16)
Don't know	**2**	2	

C2. Where do you think children <u>mostly</u> learn their values -- from their parents, their friends, or from someone else? **(CIRCLE ONE ANSWER ONLY)**

From their parents	**73**	1	(17)
From their friends	**14**	2	
From someone else	**3**	3	
Don't know	**8**	4	
From their parents and friends (vol.)	**3**		

C3. Do you have faith in God or are you religious, or not?

Yes, have faith/am religious	**84**	1	(18)
No, do not	**7**	2	
Don't know	**10**	3	

Bold = % Answering

C4. When you are in trouble or have tough decisions to make, does your faith in God or religion help you, or not?

Yes, faith helps	**76**	1	(19)
No, it does not	**7**	2	
I do not have that kind of faith	**3**	3	
Don't know	**13**	4	20-80Z

Bold = % Answering

D. Teens and the Community

D1. How often do you feel safe when you are in the following places -- do you always feel safe, sometimes feel safe, or do you never feel safe? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

		Always Feel Safe		Sometimes Feel Safe		Never Feel Safe		Don't Know		
1.	In the park closest to your home	**52**	1	**36**	2	**4**	3	**8**	4	(08)
2.	Walking to and from your friends' homes after dark	**34**	1	**44**	2	**16**	3	**5**	4	(09)
3.	On your own block or in your own neighborhood	**73**	1	**23**	2	**3**	3	**2**	4	(10)
4.	In your school building	**71**	1	**25**	2	**3**	3	**1**	4	(11)
5.	Around your school	**56**	1	**38**	2	**4**	3	**2**	4	(12)
6.	At home	**90**	1	**9**	2	**1**	3	**1**	4	(13)
7.	Going to and from school	**70**	1	**27**	2	**2**	3	**2**	4	(14)
8.	On public transportation (like trains, buses, or subways)	**23**	1	**49**	2	**15**	3	**14**	4	(15)

D2. Do you ever worry that you might be the victim of a drive-by shooting?

Yes, worry about being the victim of a drive-by shooting	**29**	1	(16)
No, do not worry	**59**	2	
Don't know	**12**	3	

Bold = % Answering

D3. Where do you think racial tensions are a bigger problem -- in cities or outside of cities? **(CIRCLE ONE ANSWER ONLY)**

Bigger in cities	**41**	1	(17)
Bigger outside of cities	**11**	2	
About the same in both	**38**	3	
Don't know	**9**	4	

D4. Where do you think teen violence is a bigger problem -- in cities or outside of cities? **(CIRCLE ONE ANSWER ONLY)**

Bigger in cities	**65**	1	(18)
Bigger outside of cities	**2**	2	
About the same in both	**29**	3	
Don't know	**5**	4	

D5. Would you say that in your neighborhood crime is a very serious problem, somewhat serious problem, or not a problem?

Very serious problem	**7**	1	(19)
Somewhat serious problem	**29**	2	
Not a problem	**58**	3	
Don't know	**6**	4	

D6. Overall, do you think problems with crime in your neighborhood are growing worse, getting better or not changing one way or the other?

Growing worse	**24**	1	(20)
Getting better	**12**	2	
Not changing one way or the other	**51**	3	
Don't know	**12**	4	

Bold = % Answering

D7. The following is a list of volunteer programs that exist in some communities. If they existed in your community, do you think you would be willing to take part in these programs, or not? And if you already take part in a particular program, would you be willing to stay in the program or not? If you don't know, please say so.
(CIRCLE ONE ANSWER FOR EACH STATEMENT)

		Willing to Participate		Not Willing to Participate		Don't Know	
1.	Neighborhood watch or citizen patrols	**32**	1	**41**	2	**27**	3 (21)
2.	Peer leadership groups	**44**	1	**32**	2	**24**	3 (22)
3.	Programs that teach you skills on how to avoid fights, sometimes called "conflict resolution programs"	**43**	1	**38**	2	**19**	3 (23)
4.	Anti-violence or anti-drug programs	**53**	1	**30**	2	**17**	3 (24)
5.	Programs for tutoring other kids or being a mentor to someone younger than you	**64**	1	**23**	2	**13**	3 (25)
6.	Neighborhood clean-up projects like picking up litter in parks or painting murals	**50**	1	**33**	2	**17**	3 (26)
7.	Plays, dances, or concerts that help teach younger children to be safe	**56**	1	**27**	2	**17**	3 (27)
8.	Creating ads for TV that help young people be safe	**59**	1	**24**	2	**17**	3 (28)
9.	Creating posters, newsletters or a newspaper that teach young people about the costs of crime and vandalism	**59**	1	**26**	2	**16**	3 (29)

Bold = % Answering

D8. When you participate in programs with adults in charge, do they do any of these things, or not? **(CIRCLE ONE FOR EACH STATEMENT)**

	Yes, They Do		They Do not		Don't Know		
1. Make you feel important	**64**	1	**17**	2	**19**	3	(30)
2. Give you responsibility	**81**	1	**9**	2	**10**	3	(31)
3. Listen to you	**72**	1	**15**	2	**13**	3	(32)
4. Trust you	**67**	1	**13**	2	**19**	3	(33)

D9. Do you think there is anything you can personally do to help prevent crime in your neighborhood, or not?

Yes, there is something I can do	**28**	1 (34)
No, there is not	**41**	2
Don't know	**31**	3

Bold = % Answering

D10. Do you volunteer in any of these types of organizations, or not? **(CIRCLE AS MANY AS APPLY)**

School	**57**	1	(35)
Church	**42**	1	(36)
A local community group	**12**	1	(37)
Another type of organization **(WRITE IN BELOW)**			
Youth organization	**2**		
_____	**8**	1	(38)
Do not do any volunteer work	**23**	1	(39)
Don't know	**6**	2	

D11. If you do volunteer work, about how many hours per week do you volunteer? **(WRITE IN BELOW)**

MEAN = 4; MEDIAN = 1 (40-41)

None	**-**	0	(40-41)
Don't Know	**35**	y	(40)
Less than 1 hour	**20**		
1-2 hours	**14**		
3-4 hours	**12**		
5-10 hours	**13**		
11+ hours	**6**		

42-80Z

E. The Role of Police in the Community

E1. How often do you see police patrolling the surrounding blocks near your home -- would you say often, hardly ever, or never?

Often	**36**	1	(08)
Hardly ever	**45**	2	
Never	**17**	3	
Don't know	**3**	4	

E2. Think about your experiences with police patrolling the surrounding blocks near your home. Do you have a good opinion, bad opinion, or no opinion at all about the police officers who work near your home?

Good opinion	**27**	1	(09)
Bad opinion	**21**	2	
No opinion at all	**40**	3	
Don't know	**12**	4	

E3. For you, are these statements true or false? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	True		False		Don't Know		
1. Knowing a police officer is nearby makes me feel safe	**51**	1	**34**	2	**15**	3	(10)
2. When I see police officers patrolling the street, I try to stay out of their way	**68**	1	**21**	2	**11**	3	(11)
3. I know the police would help me immediately if I called them about an emergency situation	**53**	1	**25**	2	**21**	3	(12)
4. Police officers in my neighborhood don't like people my age	**25**	1	**38**	2	**37**	3	(13)

E4. How often would you say you or your friends have been hassled by the police when you weren't doing anything wrong -- a lot, a few times, once or twice, or never?

A lot	**10**	1	(14)
A few times	**18**	2	
Once or twice	**21**	3	
Never	**47**	4	
Don't know	**3**	5	

15-80Z

F. Views On and Experiences With Violence And Crime

F1. How easy is it to get illegal drugs in your neighborhood -- even if you have never tried -- would you say very easy, somewhat easy, not very hard or very hard no matter how much you try?

Very easy	**29**	1	(08)
Somewhat easy	**17**	2	
Not very hard	**14**	3	
Very hard, no matter how much you try	**11**	4	
Don't know	**30**	5	

F2. Whether there are gangs in your neighborhood or not, do you think the following statements about gangs are true or false?
(CIRCLE ONE ANSWER FOR EACH STATEMENT)

	True		False		Don't Know		
1. Most young kids in my neighborhood look up to gang members	**25**	1	**52**	2	**23**	3	(09)
2. Gangs are violent and destructive	**78**	1	**11**	2	**11**	3	(10)
3. Belonging to a gang is like having a family that will always be there	**21**	1	**63**	2	**16**	3	(11)
4. Gangs play a big part in daily life in my neighborhood	**12**	1	**72**	2	**16**	3	(12)
5. Gangs protect their members from people outside the neighborhood who might want to hurt them or treat them badly	**48**	1	**28**	2	**24**	3	(13)

F3. Overall, do you agree or disagree with these statements? **(CIRCLE ONE FOR EACH STATEMENT)**

	Agree		Disagree		Don't Know		
1. A girl has a right to get back at someone who checks out her boyfriend	**24**	1	**62**	2	**14**	3	(14)
2. A boy has a right to get back at someone who checks out his girlfriend	**30**	1	**58**	2	**13**	3	(15)
3. Friends should defend you if you are "dissed", no matter what it is about	**56**	1	**28**	2	**16**	3	(16)

F4. Has crime or the threat of crime ever caused you to do the following things, or not? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	Yes, Caused		Has Not		Don't Know		
1. Stay home from school or cut class	**11**	1	**86**	2	**3**	3	(17)
2. Stop attending a particular activity or sport	**10**	1	**87**	2	**2**	3	(18)
3. Change your group of friends	**22**	1	**75**	2	**3**	3	(19)
4. Change the way you come to or go home from school	**13**	1	**84**	2	**2**	3	(20)
5. Get someone to protect you	**10**	1	**86**	2	**4**	3	(21)
6. Carry a weapon to protect yourself (like a bat, club, knife or gun)	**12**	1	**86**	2	**2**	3	(22)
7. Get lower grades in school than you think you otherwise would have	**12**	1	**85**	2	**3**	3	(23)
8. Avoid going to a particular park or playground	**20**	1	**76**	2	**4**	3	(24)

Bold = % Answering

F5. Which of these statements would best describe how you might feel if the following things happened to you -- would you feel very nervous, a little nervous or not at all nervous? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	Very Nervous	A little Nervous	Not at all Nervous	Don't Know	
1. If you were walking down the street alone and there was a group of people about your age but of a different racial or ethnic background	**13** 1	**48** 2	**35** 3	**5** 4	(25)
2. If you were walking down the street alone near your home and there was a group of people about your age that did not live in your neighborhood	**16** 1	**49** 2	**31** 3	**4** 4	(26)
3. If you had to walk alone through an unfamiliar neighborhood	**41** 1	**42** 2	**14** 3	**3** 4	(27)
3. If your friends wanted you to go with them to hang out in an unfamiliar neighborhood	**14** 1	**45** 2	**36** 3	**6** 4	(28)

This next set of questions asks about fights between young people about your age **not including your family**. We are **not** talking about fighting that might be done playfully or when joking around. By people about your age we mean your age, a few years younger or a few years older.

F6. If you saw a physical fight between people your age whom you did not know, which of the following would you be most likely to do?
(CIRCLE ONE ANSWER ONLY)

Walk away	**18**	1	(29)
Try to get an adult to stop the fight	**11**	2	
Try to stop the fight yourself	**5**	3	
Jump into the fight	**3**	4	
Call the police	**4**	5	
Watch to see what happens	**46**	6	
Don't know	**14**	7	

F7. During the past twelve months, have you ever been in a physical fight with people about your age that involved hitting, pushing, shoving, or any other kind of physical contact, or not?

Yes, have been in a physical fight	**40**	1	(30)
No, have not	**56**	2	
Don't know	**5**	3	

F8. During the past twelve months, have you ever started a physical fight with people about your age that involved hitting, pushing, shoving, or any other kind of physical contact, or not?

Yes, have started a physical fight	**46**	1	(31)
No, have not	**49**	2	
Was never in a physical fight	**-**	3	
Don't know	**4**	4	

Bold = % Answering

F9. Have you ever personally been in or seen a fight where someone used any of these weapons? **(CIRCLE AS MANY AS APPLY)**

A gun	**14**	1	(32)
A knife	**21**	1	(33)
Some other kind of weapon **(WRITE IN BELOW)**			
_____	**8**	1	(34)
Bats, clubs, crowbars	**10**		
Bottles	**1**		
OR Brass knuckles	**1**		
Have not been in or seen a fight that involved a weapon	**57**	1	(35)
Don't know	**8**	2	

F10. Young people sometimes do things with their friends which they might never do alone. For the following things, do you think pressure from friends would have a major influence, minor influence or no influence?
(CIRCLE ONE ANSWER FOR EACH STATEMENT)

	Major Influence	Minor Influence	No Influence	Don't Know	
1. Becoming a member of a gang	**37** 1	**19** 2	**38** 3	**6** 4	(36)
2. Drinking alcoholic beverages	**42** 1	**28** 2	**26** 3	**3** 4	(37)
3. Using drugs like marijuana, cocaine or crack	**38** 1	**19** 2	**37** 3	**5** 4	(38)
4. Carrying a gun outside of home	**24** 1	**19** 2	**50** 3	**7** 4	(39)
5. Holding drugs for someone	**31** 1	**19** 2	**44** 3	**7** 4	(40)
6. Selling drugs	**29** 1	**16** 2	**48** 3	**8** 4	(41)

F11. Do you think each of the following deserves a lot of blame, some blame, or no blame for violence that happens against teens?
(CIRCLE ONE ANSWER FOR EACH ITEM)

		A Lot of Of Blame		Some Blame		No Blame		Don't Know		
1.	Boredom	**15**	1	**37**	2	**38**	3	**10**	4	(42)
2.	Drugs	**61**	1	**27**	2	**8**	3	**4**	4	(43)
3.	Lack of parental involvement in teenagers' lives	**53**	1	**31**	2	**10**	3	**6**	4	(44)
4.	Peer pressure	**52**	1	**36**	2	**8**	3	**4**	4	(45)
5.	Not having enough money to live on	**24**	1	**43**	2	**26**	3	**8**	4	(46)
6.	Television	**16**	1	**38**	2	**39**	3	**6**	4	(47)
7.	Young people's unhappiness about their futures	**20**	1	**45**	2	**26**	3	**9**	4	(48)
8.	The music young people listen to	**17**	1	**33**	2	**45**	3	**6**	4	(49)
9.	A lack of values	**36**	1	**40**	2	**15**	3	**9**	4	(50)
10.	The criminal justice system	**29**	1	**35**	2	**23**	3	**12**	4	(51)

52-80Z

223

Bold = % Answering

G. Television

G1. On a typical school night, how much time do you spend watching television? **(CIRCLE ONE ANSWER ONLY)**

1 hour or less	**26**	1	(08)
About 2 hours	**22**	2	
About 3 hours	**15**	3	
About 4 hours	**8**	4	
More than 4 hours	**13**	5	
I don't watch TV	**5**	6	
Don't know	**11**	7	

G2. Which of these statements best describes the shows you watch on television? **(CIRCLE ONE ANSWER ONLY)**

1. The shows I see on TV do a good job of showing the amount of violence there really is in society	**29**	1	(09)
2. The shows I see show more violence than there really is	**19**	2	
3. The shows I see show less violence than there really is	**23**	3	
Don't know	**29**	4	

G3. Do you think TV contributes to violent behavior among people your age, or not?

Yes, TV contributes to violence among people my age	**38**	1	(10)
No, it does not	**40**	2	
Don't know	**21**	3	

H. Attitudes About the Future

H1. During the past year, how often have you felt the following -- would you say often, sometimes, or hardly ever? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	Often	Sometimes	Hardly Ever	Don't Know	
1. Hopeless about the future	**11** 1	**34** 2	**51** 3	**4** 4	(11)
2. That other people your age respect you	**29** 1	**46** 2	**19** 3	**6** 4	(12)
3. That you could not trust anyone	**14** 1	**47** 2	**34** 3	**5** 4	(13)
4. Confident about your future career goals	**46** 1	**35** 2	**14** 3	**5** 4	(14)
5. That adults look down on people your age	**22** 1	**43** 2	**28** 3	**8** 4	(15)

H2. Are the following goals very important to you, somewhat important or not important? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

		Very Important		Somewhat Important		Not Important		Don't Know		
1.	Going to college	**83**	1	**11**	2	**4**	3	**2**	4	(16)
2.	Saving money for the future	**80**	1	**18**	2	**2**	3	**1**	4	(17)
3.	Having career goals	**81**	1	**15**	2	**3**	3	**1**	4	(18)
4.	Having a family	**75**	1	**16**	2	**6**	3	**3**	4	(19)

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY, YOUR PARTICIPATION IS GREATLY APPRECIATED!

20-80Z